



**THE EFFECT OF NATURAL APPROACH ON STUDENTS'
SPEAKING ABILITY AT GRADE VIII SMP NEGERI 1
ANGKOLA TIMUR TAPANULI SELATAN**

A THESIS

*Submitted to the English Educational Department of State Islamic University Syekh
Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written by:

NURSYAMSIAH
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



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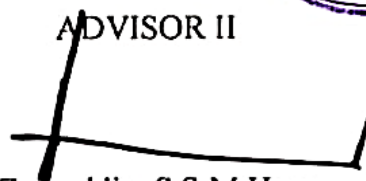
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2023**

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) exemplars

Padangsidempuan, Desember 2022

a.n. Nursyamsiah

To: Dean

Tarbiyah and Teacher Training Faculty

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Padangsidempuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Nursyamsiah, entitled **“The Effect of Natural Approach on Students’ Speaking Ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan”**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

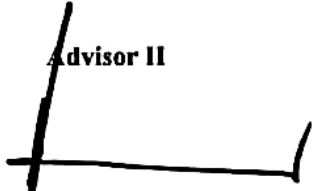
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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ABSTRACT

This research focused on the effect of natural approach on students' speaking ability at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan. The problems that faced by students' speaking ability were: 1) most of students does not speaking English well, they take so much time thinking what they are going to say, 2) most of students does not mastery enough vocabulary, when they want to speak they are did not know what they want to say, 3) most of students don't response English well.

The research has three formulations of the problem, they are: How is students' speaking ability before learning using Natural Approach at the grade VIII of SMP Negeri 1 Angkola Timur? How is students' speaking ability after learning using Natural Approach at grade VIII SMP Negeri 1 Angkola Timur? Is there any significant effect of using Natural Approach towards of student's speaking ability at grade VIII SMP Negeri 1 Angkola Timur?. The purposes of this research were to know the information about the students' speaking ability before using Natural Approach, to know the information about the students' speaking ability after using Natural Approach and to examine whether there is significant effect of Natural Approach on students' Speaking Ability at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

This research used experimental quantitative method with pre-test and post-test design. The population were all of the students at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan. The sample were VIII 1 as experimental class that consisted of 30 students and VIII 2 as control class that consisted of 30 students. The data were collected through pre-test and post-test in orall test form and analyzed by using ttest formula.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using Natural Approach. The mean score of experimental class in pre-test was 65.00 and the mean score of control class in pre-test was 61.17. Meanwhile, the mean score of experimental class in post-test was 74.00 and the mean score of control class in post-test was 73.97. In addition, after doing T-test, the researcher found that the post test in experimental class was $t_{count} > t_{table}$ ($4.500 > 2.00172$). Therefore, alternative hypothesis (H_a) of this research was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Natural Approach on Students Speaking Ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

Key Words: Natural Approach, Speaking Ability

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Judul Skripsi : Pengaruh Pendekatan Natural Terhadap Kemampuan Berbicara Siswa Kelas VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan

ABSTRAK

Penelitian ini berfokus pada pengaruh pendekatan natural terhadap kemampuan berbicara siswa kelas VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan. Masalah yang dihadapi oleh kemampuan berbicara siswa adalah: 1) sebagian besar siswa tidak berbicara bahasa Inggris dengan baik, mereka menghabiskan banyak waktu untuk memikirkan apa yang akan mereka katakan, 2) sebagian besar siswa tidak menguasai kosa kata yang cukup, ketika mereka ingin berbicara. berbicara mereka tidak tahu apa yang ingin mereka katakan, 3) sebagian besar siswa tidak merespon bahasa Inggris dengan baik.

Penelitian ini memiliki tiga rumusan masalah, yaitu: Bagaimana kemampuan berbicara siswa sebelum pembelajaran menggunakan Pendekatan Natural di kelas VIII SMP Negeri 1 Angkola Timur? Bagaimana kemampuan berbicara siswa setelah pembelajaran menggunakan Natural Approach di kelas VIII SMP Negeri 1 Angkola Timur? Apakah ada pengaruh yang signifikan penggunaan Pendekatan Natural terhadap kemampuan berbicara siswa kelas VIII SMP Negeri 1 Angkola Timur?. Tujuan dari penelitian ini adalah untuk mengetahui informasi tentang kemampuan berbicara siswa setelah menggunakan Pendekatan Natural dan untuk menguji apakah terdapat pengaruh yang signifikan dari Pendekatan Natural terhadap Kemampuan Berbicara siswa. Kemampuan di kelas VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan rancangan pre-test and post-test. Populasinya adalah seluruh siswa kelas VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan. Sampelnya adalah kelas eksperimen VIII 1 yang terdiri dari 30 siswa dan kelas VIII 2 sebagai kelas kontrol yang terdiri dari 30 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes lisan dan dianalisis dengan menggunakan rumus ttest.

Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada nilai rata-rata kelas kontrol setelah menggunakan Pendekatan Natural. Nilai rata-rata kelas eksperimen pada pre-test adalah 65,00 dan nilai rata-rata kelas kontrol pada pre-test adalah 61,17. Sementara itu, nilai rata-rata kelas eksperimen pada post-test adalah 74,00 dan nilai rata-rata kelas kontrol pada post-test adalah 73,97. Selain itu, setelah dilakukan uji-t, peneliti menemukan bahwa nilai postes di kelas eksperimen adalah $t_{hitung} > t_{tabel}$ ($4,500 > 2,00172$). Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari Pendekatan Natural terhadap Kemampuan Berbicara Siswa Kelas VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

Kata Kunci: Pendekatan Natural, Kemampuan Berbicara

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidempuan, November 2022

Researcher

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CHAPTER I

INTRODUCTION

A. Background Of The Problem

Language is the ability of humans to communicate with other humans using signs, such as words and gestures. Hajrul said that language is an expression that contains an intention to convey something to other. Something meant by speakers can be understood by listener or interlocutors through the language expressed.¹ A simple meaning that language is an acquired vocal system for communicating meanings. When people know a language they must know how speech sounds relate to meanings. When speaking, produce sounds and our hearers hear sound. Speech sounds are the medium we use to represent what it is we are saying, that is, they represent content or meaning and both the speaker and hearer normally know the meaning which are conveyed by the sound produce by a speaker (always provided that both the speaker and hearer speak the same language).

In Indonesia curriculum, there are four skills required in English teaching learning program. They are listening, speaking, reading, and writing.² The first listening is the act of concentrating on hearing something. The second, speaking is the action of conveying information or expression one's thought and feelings in spoken language. The third, reading is when someone looks into a written text and starts to absorb the information from the written linguistic

¹M. Hajrul, "Language Attitudes Towards Written Alay Variety Group Facebook Interaction," *M. Hajrul Aswad*, 2021.

²Ira Pratiwi, "Improving the speaking Skill Through Communicative Activities of the Eight Grade Students of MTs N 1 Mlati in the Academic Year of 2012/2013" (2013), p. 2

message. The fourth, writing is the process of using symbols to communicate thought and ideas in a readable form. All skills are used as standard ability to master English lessons, they are also hoped to support the ability of students in using English.

Speaking is one of the central elements of communication. In speaking, there is a process on communication between speaker and listener. People put ideas into words, talking about perceptions and feelings they want other people to understand. Also can be defined as an activity involving and asking information as if dialog by two or more people. It is one of the important skills in language learning besides listening, writing and reading. Speaking is a skill that is used in producing oral language. It is not only an utterance but also a tool of communication.

The condition of speaking ability in SMP Negeri 1 Angkola Timur especially the VIII grade is still low. It is from an interview with the researcher with the English teacher, the teacher said that many students of SMP Negeri 1 Angkola Timur still have problems in their speaking. Some problems of speaking are; the students are low in English speaking, when they speak English, they take so much time thinking what they are going to say, some of them did not say anything. The students are also low in vocabulary, when they want to speak they did not know what they want to say, because they did not know the English of

the sentence, so most of them just silent in the class and they are also low to give and asking information.³

Many effort have been done by teacher of SMP Negeri 1 Angkola Timur to make the students speaking ability. It could be it the form of discussion, interview and dialogue, but in the reality the students still unable to improve their ability in speaking. There are some approach in teaching speaking such as Community Language Teaching, Total Physical Response, Silent Way, Suggestopedia, Natural Approach and so on. The researcher choose natural approach in this research, because natural approach is a way of language teaching.

Traditional approach or natural approach are defined as based on the use of language in communicative situation without recourse to the native language and perhaps, need less to say, reference to grammatical drilling, or a particular theory of grammar. Natural approach also an approach that the teacher can make possible create a comfortable and relaxed situation for students can learn quietly. According to Richards and Rodgers, quoted by Rambe, natural approach was an attempt to develop a language teaching proposal that incorporated the naturalistic principles researchers had identified in studies of second language acquisition.

The natural approach is a way of language teaching.⁴ Traditional approaches or natural approach are defined as “based on the use of language in

³English Teacher SMP Negeri 1 Angkola Timur, Private Interview, Monday, 18 April 2022

⁴ Sojuangon Rambe, “The Natural Approach Theory and Guidance for Classroom Practice” 02, no. 01 (2014): 40–60.

communicative situations without recourse to the native language” and perhaps, less to say, reference to grammatical drilling, or a particular theory of grammar. The role approach on teaching speaking is very important, because with the approach, teacher can increase students’ speaking ability and make students feel fun and enjoy when the teacher teach speaking in the classroom.

Based on the explanation above, the researcher got interested in discussing about **“The Effect of Natural Approach on Students Speaking Ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan”**

B. Identification of The Problem

Based on the explanation above, the problem of this research can be formulated as follow:

1. Most of students does not speaking English well, they take so much time thinking what they are going to say.
2. Most of students does not mastery enough vocabulary, when they want to speak they are did not know what they want to say.
3. Most of students don’t response English well.

C. Limitation of the Problem

There are some approach in teaching speaking such as answer question, ask, picture story design, storytelling and role-playing methods and so on. The researcher limited the problem students are low in English speaking and low in English vocabulary using natural approach in speaking it would be correlated with students speaking ability at Grade VIII SMP Negeri 1 Angkola Timur, with the approach teacher can increase student’s speaking ability.

D. Formulations of the Problem

Based on the background of the study, the problem of the study can be formulated as follows:

1. How is students' speaking ability before learning using by Natural Approach at the grade VIII of SMP Negeri 1 Angkola Timur Tapanuli Selatan?
2. How is students' speaking ability after learning using by Natural Approach at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan?
3. Is there any significant effect of using Natural Approach towards of student's speaking ability at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan?

E. Objectives of the Research

Considering of the problem above, the objective of this research can be formulated for; to know the effectiveness of natural approach on students' speaking at grade VIII SMP Negeri 1 Angkola Timur located in Pargarutan which is described as follow:

1. To know students speaking ability before learning using natural approach on speaking ability.
2. To know students speaking ability after learning using narural approach speaking ability.
3. To know whether there is any significant effect of using natural approach to speaking ability or not.

F. Significance of the Research

Based on the title. The effect of natural approach on speaking ability, the research intended to be useful for:

1. Headmaster

For the headmaster, this learning has a function to motivate the English teacher to teach English in a good way.

2. Teacher

It is purpose to develop teaching English especially in learning using natural approach on speaking mastery. It also help the teacher make the learning process more interesting.

3. Another Researcher

For the researcher, it will be useful as a references in teaching and learning process in the future. It will be increased the reserachers competence also.

G. Definition of Operational Variables

1. Natural approach (Variable X)

The natural approach is concistent with the implications of the theory of second language acquisition we have just discussed. So, that the natural approach is the only possible way of implementing these aplications.⁵ Natural Approach or most people say language acquisition in the classroom provides students with speaking rather than treaditional grammar exercises, because the core of this approach is based on activities to build communicative.

⁵Stephen D. Krashen Tracy D. Terrell, *The Natural Approach Langguage Acquisition in the Classroom*, 1995, p. 57.

2. Speaking ability (Variable Y)

Speaking Ability is something that requires a lot of effort, no matter how great an idea, if it is not communicated properly it will not be effective. According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.⁶ Through speaking, students have concepts in developing vocabulary and are more courageous in speaking. Where here speaker must be able explain what they want to convey to that person.

⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 2003, p. 140.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Concept of Speaking

a. Definition of Speaking

Speaking is very important for us to practice our capability and our understanding, like how to give idea, and how to spell word well, in this case the students interest and motivation are very required to make the process of our understanding more simple. Speaking is an ability to express articulation voices and to extend idea, emotion, and feeling. Actually speaking is more important to say something, to give information and so on.

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reability and validity of an oral production test.⁷ Based on the explanation above that speaking is an observation that is carried out directly by the listener and clearly observed directly, speak fluently on the pettern and transferring the meaning then they can express their ideas, feeling, emotions, from someone to others the class in the one situation.

⁷H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 2003, p. 140.

Speaking is one of the skills in language learning that has to be fulfilled. Speaking is a skill which holds oral communication that involves meaning derivation between two persons or more, as the speaker and the listener. Both are talking about the content that is related to their needs, situation, and purpose. The spoken contents or ideas contain information that we are expected to hold in memory, and all at once to give feedback to the interlocutor.

So speaking is one of the skills that people use in their lives to communicate both at school and outside. Speaking is an activity of the delivery of language through to the mouth. Speaking is a skill which holds oral communication that involves meaning derivation between two person or more, as the speaker and listener.⁸ Speaking is medium to express ideas, opinions, and feelings. Speaking is so much a part of daily life that we take it for granted.

Speaking is the process of communication which convey, express, give/inform and ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process.⁹ Natural is speaking that we forget how we once struggled to achieve this ability-until, that is have to learn how to do it all over again in a foreign language.¹⁰

⁸Vania Praisela Palijama, "Students' Speaking Problem in Interpersonal Speaking Class" (2020), p. 4.

⁹ Fitri Rayani Siregar, "How to Enhance Lecturers' Speaking Skill?" 07, no 1 (2019): 19.

¹⁰ Scoott Thornbury, *How to Teach Speaking*, 2005, p. 1.

Speaking is a basic skill of language and use to establish and maintain social relationship.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Speaking has an important part in human life. People use their speaking ability to communicate with others. Additionally, Speaking is often considered as undervalued skill. Perhaps, this is because we can almost all speak, and so we take the skill to much for granted.

Based on the explanation above, the researcher concluded that speaking is the ability or process from the speakers to express their ideas, thoughts, feelings, opinion and thinking in from of spoken words speaking belongs to productive skill.

b. Purposes of Speaking

The main purpose of speaking is doing communication. To convey our idea effectively, a speaker must understand the meaning of everything which he wants to be communicated. He must understand how to build the communication with the hearer. Whether it is as a social tool, or it is as business or professional tool, basically speaking has three common meanings, there are:¹¹

¹¹ Anita Jati Laksana, "The Effectiveness Of Using Chain Story Game in Teaching Speaking" (2016), p. 6-7.

1) To inform

The speaker must relate his ideas to the existing knowledge of his listeners, he must be sure that the structure of his speech is clear in order to encourage greater attention of the information by his listeners, and he must present an abundance of concrete examples and specific data and so that his leading ideas will be clear, colourful, and timely. The way of speaking is to inform. It means that by speaking as speaker inform to the listener what do want, and by speaking can inform out idea when want to express idea.

2) To entertain

By speaking, can know people's feeling, whether they are sad or happy. In this condition, people can entertain other people by speaking in funny story, by a joke, or humour.

3) To persuade

People speak in order to persuade other people to do something. By speaking, can asks other people to or not to do certain activity.

In a conclusion about the purpose of speaking is that throughspeaking, the researcher choose to inform, so the students can inform their feeling and knows somebody's feeling from ask him in their communication and make same decision.

c. Types of Speaking

In English classroom, students are expected perform in English speaking. However, to be a good speaker you should know the types of speaking. Brown states that there are some basic types of speaking as in the following taxonomy:¹²

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated

¹²H. Douglas Brown.

questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

From the statement before, it can be conclude that responsive about the conversation with the speaker is very important, because by a good speaking students can better understand information about they say.

d. Components of Speaking

To be able to speak English correctly, language learner to realize that there are some components of speaking that must be mastered and understood. The component of speaking is the aspect that influences the

success of an oral interaction and communication. Here the components of speaking.

1) The Speaker

The speaker is someone who produces the sound. Speaker function as the tool in expressing opinion or feeling to the listener. The opinion and feeling will not be stated without the speaker.

2) The Listener

The listener is someone who receives the opinion or feeling from the speaker. If there have no any listener, the speaker will deliver their opinion through writing.

3) The Utterance

The utterance is the words or sentences which is produced by the speaker in stating their argument or opinion. If there have no any utterance, both the speaker and listener will use sign.¹³

From the statement before, the researcher can conclude that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

e. Speaking Assesment

Assesment on speaking can be a very judgemental issue, in which people tend to relate on native/non-native speakers on the basis of pronunciation. The speaking requires someone to be linguistically

¹³Riska Amelia, “The Speeding up English Speaking Ability Program in Two Weeks” (2020), p. 8.

competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs answering questions completely and logically. Another components is strategic competence in which the speakers is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context.¹⁴

f. Elements of Speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they have to have the elements involved in English speaking particularly. Tasmia stated the ability English presupposes the elements necessary for spoken production as follows:¹⁵

1. Connected speech, effective English speakers need to be able not only to produce the individual phonemes of English. Connected speech is spoken language in a continuous sequence , as in normal conversation.
2. Expressive devices, every English speakers change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other psysical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

¹⁴Yenny Rahmawati and Ertin, “Developing Assessment For Speaking” 1 (2014), p. 4.

¹⁵Tasmia, “Students’ Problem in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior Hight School Muaro Jambi” (2019), p. 24-25.

3. Lexis and grammar teachers should therefore supply a variety of phrases, In spontaneous speech is marked by the use of number of common lexical phrase, especially in the performance of certain language function.
4. Negotiation language, is used to express a discourse sequence which has the function of changing the language currently used in the discourse.

g. The Problem of Speaking

There are many people who know English well but they are hesitant to start speaking English. One reason or another, they don't find English speaking very easy. The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. According to Pratiwi there are problems of speaking, as follows:¹⁶

1) Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

¹⁶Ira Pratiwi, "Improving the Speaking Skill Through Communicative Activities of the Eight Grade Students of MTs N 1Mlati in the Academic Year of 2012/2013" (2013), p. 14-15
<http://eprints.uny.ac.id/id/eprint/20464>

2) Nothing to say

Even they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4) Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

From the explanation above, the researcher can conclude that to make speak well, the speaker will find problem to make their speaking well. So, the speaker must have much vocabulary to make them sure speak with another.

h. The Goals of Speaking

The goal of a speaking component in language class is to encourage the acquisition of communication and to foster real communication in and out of the classroom. To help students develop

communicative efficiency in speaking, we can use a balanced activities approach that combines language input, structured output, and communicative output.¹⁷

In conclusion, the goal of speaking is to make the learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusing in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

2. Natural Approach

a. Definition of Natural Approach

Approach is a correlative assumptions dealing with the nature of language teaching and learning. There are some approaches in teaching they are lexical approach, and natural approach. The natural approach is a method to teach English Language Learners (ELLs) the “natural way” to achieve second Language Acquisition (SLA). It means that the natural approach is to adopt language acquisition in the classroom, by making it an environment positive and stress-free as possible.¹⁸ The Natural Approach is a language teaching approach that claims to be native.

The Natural Approach also is a practice of language teaching which comprises its materials and strategies based on the stage of

¹⁷Aidil Syah Putra, “The Correlation Between Motivation and Speaking Ability” II, no. 1 (2017), p. 40.

¹⁸Guillermo Ibarra Mendoza, “Exploring Gesturing as a Natural Approach to Impact Stages of Second Language Development: A Multiple Baseline, Single Case Study of a Head Start Child” (2016), p. 19-20.

language acquisition. The natural approach is consistent with the implications of the theory of second language acquisition we have just discussed. So, that the natural approach is the only possible way of implementing these applications.¹⁹ In learning teaching processes, language learners may respond in either the first or second language. A similar method was known as long before the natural approach was introduced.

Even though it is named the Natural Approach, the approach not only has assumptions about language and language learning, but also procedures of language teaching. Natural approach is an approach which can stimulate students to produce English in order to interact with their friends or teacher, so that they can be involved actively during teaching and learning process. It is caused by the concept.

Natural Approach in engaging based activities such as gesture, mime, yes-no answer, till bigger language production such as open-ended dialogue, conversation, guided interview and discussion/debate.²⁰ So the natural approach is very influential in the field of students learning, where here with a natural approach students can directly interact with anyone, so here we can immediately find students who are active or who can understand the lesson.

¹⁹Stephen D. Krashen Tracy D. Terrell, *The Natural Approach Language Acquisition in the Classroom*, 1995, p. 57.

²⁰Desy Lestary, "The Effectiveness of Using Natural Approach to Improve Students' Interaction Ability (A Classroom Action Research at Second Grade of SMA Negeri 4 Pinrang)" (2018), p. 4-5.

Setiyadi said that language learners start by speaking in the target language by generating one or two words, often begin to speaking by answering to yes/no questions. In the natural approach it is better for language learners to be given the opportunity for students to speak by bringing up yes or no answering.²¹ So, here taking natural approach in speaking is very important for students where here students are given the opportunity to answer all questions by using one or two words first to support the learning process which brings up more words and the process is better in the future.

b. Principles of Natural Approach

The natural approach on speaking is needed to be improve in order to be able to communicate in oral form and also good natural approach can support the other English skill. The Natural Approach has some basic principles:²²

1. Communication skills

Every course should be taught with focus on communication ability instead of grammar mastery. The assumption is that students sill use grammar more accurately when classes are designed to have them active communicating in the targeted language.

²¹Ag. Bambang Setiyadi, *Teaching English As a Foreign Langguage*, 2006.

²²Rambe, "The Natural Approach Theory and Guidance for Classroom Practice, p. 49"

2. Comprehension precedes production

The ability to use the targeted language depends on the understanding of input. The input should be presented through the transfer of listening.

3. Production emerges

Production should not be forced, but rather emerged by itself as acquisition occurs, and not to do any overt correction the time students produce their language.

4. Acquisition activities are central

Learning activities is considered as an effort for fostering acquisition. Class time should be emphasis for this process, and laying learning exercises a homework in order to optimize the time allocation for communicating activities.

5. Lower the affective filter

Teacher should manage and perform activities which lower the affective filter, because acquisition will be hindered if the filter is high.

From explain above, the researcher can conclude that focus on instruction is most important, use more accurate grammar its make them actively communicate in the target language and their must be served via listening transfer not be forced, but must appear by itself.

c. **The Goals of Natural Approach**

To develop communicative skills, and it is primary intended to be used with beginning learners, it is presented as a set of principles that can apply to a wide range of learners and teaching situations and concrete objectives depend on the specific context in which it is used. According to Terrell, there are five goals of natural approach, they are:²³

1. Communication skills

The general goal is the ability to communicate with native speakers of the target language. Particular objectives are also specifies in communicative terms. For example, we expect students in beginning stages to be able to talk about themselves and their families. Students who can communicate with native speakers will also tend to do so after any formal language training is complete, thus insuring futher comprehensible input and more improvement in accuracy in their speech.

2. Comprehension precedes production

If communicative ability is based on acquired knowledge, then it follows that the students must first learn to comprehend. Most of the natutal approach techniques for classroom activities in early stages are oriented to giving students comprehensible input without requiring oral production in the target language.

²³Terrell, *The Natural Approach Langguage Acquisition in the Classroom*, p. 58.

3. Production emerges

Production emerge as the acquisition process progresses. We expect speech at first to be incomplete and, for the most part, to contain many errors. Students are not forced to respond in the target language, and when they do start to produce, their speech usually consists of simple words and short phrases.

4. Acquisition activities are central

Since acquisition is central to developing communication skills, the great majority of class time is devoted to activities which provide input for acquisition.

5. Lower the affective filter

Since input cannot be utilized by adults for acquisition if the affective filter is high, the value of all classroom activities is measured by the degree to which the affective filter is lowered, as well as the amount of comprehensible input provided.

d. The Procedures of Natural Approach

The teacher in Natural Approach should foster an atmosphere of general fun. It is important to ease as much as possible the tension of performing the commands in front of their peers. Since the aim of the Natural Approach is communication, language learners are expected to have ability in listening, speaking, reading and writing in target language.

According to Setiyadi the procedure of natural approach are:²⁴

1) Teaching Listening

The procedure of teaching listening is simple, the teacher must give opportunity to the students to become comfortable with the class activities. Language teacher should really consider the students' feeling since at the beginning learning a foreign often makes students feel uncomfortable and depressed. Comfortable feeling can be created if first language classes are enjoyable and the students can maintain their self-esteem.

2) Teaching Speaking

The teaching speaking in natural approach is the teacher do not require the students to respond by using complex utterances, only respond to the question by saying "yes" or "no". This simple procedure will make the students feel comfortable as they do in listening class. The steps teaching speaking by using natural approach are:

1. The teacher give the question to students
2. The students just respond the question by using one word or two word.
3. From one word can support the students to make more word, like a sentence

²⁴ Ag. Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), h 174

4. For example, is there a dog or cat? The students may answer these questions by saying dog or cat

3) Teaching Reading and Writing

In teaching reading and writing beginners, the natural approach suggests similar activities to those of the TPR. After the students are given commands for early listening comprehension, the teacher writes the commands on the board and asks the students to copy them in their notebooks. This activity is really important for the students whose first language has a different writing system from that of the target language. The students will learn that the way to read and write is different from the way they used to.

e. Advantages and Disadvantages of Natural Approach

The advantages of natural approach are:²⁵

1. Students get the target language in a natural and easy way
2. Teaching materials very well designed. Students were get language from easy to difficult, from simple to complex, and concrete to abstract.

Disadvantages of natural approach:

1. Students can use the target language fluently, but they cannot use it accurately.
2. The teacher must collect various teaching aids and

²⁵ Astrie Yurisha Ginting, "The Implementation of Natural Approach to Improve Students' Achievement in Vocabulary" (2019), p. 9-10.

used them appropriately, special teaching design was needed for better students.

f. **Teaching Speaking By Using Natural Approach**

In teaching there are three procedures of teaching that must be completely. They are pre teaching, while teaching and post teaching. Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. While-teaching is the core of teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are Exploration, Elaboration and Confirmation. Post teaching, or over-learning involves going over them again after the lesson. Natural Approach has some procedures, it can be found in while teaching.

Teaching speaking using Natural Approach can be seen in this table below:

Table 1
Teaching speaking by using Natural Approach

Procedure		Teacher	Students
Pre teaching	– -Start with Natural Approach at first the commands are quite simple, example: “Stand	1. The teacher entered the class and greeting by using English so that the English Environment could be directly created in the first	1. Students give responding of teacher greeting.

		up, turn around, raise your right hand”.	meeting. 2. The teacher give instruction to student for praying before starting the lesson. 3. The teacher checking students attend list	2. Students listening carefully and doing about teacher explanation. 3. Students responding when teacher checking attend list.
While teaching	–	<ul style="list-style-type: none"> - Use Natural Approach to teach parts of body and to introduce thing and how to use it, etc. - Introduce classroom terms and props into commands, example: “Open your book page 7, pick up a pencil and put it under the book, touch a wall, go to the door and knock three times”. - Use visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response. - Combine observation 	<ul style="list-style-type: none"> 1. The teacher combine natural approach with TPR, when using media, and other learning resources. 2. The teacher order students to take book or pen, “open your book and take your pen” 3. The teacher explains how to explaining picture through pictures (teacher give intruction about how giving opinion or explanation picture) 4. The teacher shows some pictures and tells students to said name of the picture in oral or 	<ul style="list-style-type: none"> 1. Students calm and silent attention to the teacher. 2. Students listening carefully and doing about teacher’ command 3. Students listening carefully about teacher axplanation 4. Students mention name of the picture 5. Students response the teacher and

	about the pictures with commands and conditionals. - Using several pictures, ask students to point to the picture being described	individual. 5. The teacher order students to explanation picture or give opinion about what they seen.	explaining picture in oral and individual.
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B. Related Findings

There were several researchers which have done some researcher that related to this research, as follows:

The first, Rahmawati have done the thesis about the significant that the effect of natural approach toward students speaking ability the data were analyzed by used t-test formula. The research using SPSS version 23 to analyzed data. It could be seen that calculated was higher than in significant 5% ($2.035 < 6.706$)..²⁶

The second, Zainuddin did research about the effect of natural approach towards students' speaking mastery the data is taken from pre-test and post-test. To analyze the data, the researcher uses t-test formula. After analyze the data, the researcher finds that mean score of experimental class after using Natural Approach is higher than control class. Mean score of experimental class and control class in pre test is ($59.34 < 63.7$), mean score experimental class and control class in post test was ($79.25 > 72.48$). It means there is a

²⁶Rahmawati, "The Effect of Natural Approach Toward Students' Speaking Ability of the Second Grade at SMP Negeri 3 Pekanbaru" (2019). <https://repository.uir.ac.id/7049/>

significant effect of Natural Approach on speaking mastery at the X grade students of SMA Negeri 3 Padangsidempuan.²⁷

The third, Harahap did the research about the effect of drama technique toward students' speaking mastery showed the effect of drama technique toward student's speaking mastery. Where the result mean score experimental class higher than control class ($73.34 > 69.65$), its mean that students' speaking mastery taught by used Drama technique was better than conventional teaching and the score of tcount was higher than table ($1.76 > 1.67$). It means that the hypothesis was accepted and there was the significant effect of drama technique toward students' speaking mastery at the grade XI SMA Negeri 1 Angkola Barat.²⁸

The fourth by Mukhlas, based on the calculation by using Independent t-test, the writer found that obtained was higher than t table ($2,62 > 2,000$) at = 0.05 in two tailed testing. It means that there were any significant differences between experimental group and control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that Talking Chips Technique was significantly effective in teaching speaking to the eleventh grade students of SMK.²⁹

²⁷Zainuddin, "The Effect of Natural Approach Towards Students' Speaking Matery X Grade SMA Negeri 3 Padangsidempuan" 3, no. 1 (2020): 226–49.<http://journal.ipts.ac.id/index.php/LINER/article/view/1770>

²⁸Terri Halimah Harahap, "The Effect Od Drama Technique on Students' Speaking Matery at Grade XI SMA Negeri 1 Angkola Barat" (2015).
<http://etd.iain-padangsidempuan.ac.id/id/eprint/3947>

²⁹Muhammad Muklas " Talking Chips Technique To Teach Speaking "(STKIP Nurul Huda Sukaraja).

The fifth by Faza, The result for his research shows that there is an improvement of students' speaking skill using talking chips technique. It can be seen from percentage of the test from cycle 1 to cycle 2 with standardized score (the minimum of passing criteria) is 75, at the cycle 1 is 51.85 % students and 81.48 % in cycle 2 who pass in test. The increasing of oral test from cycle 1 to cycle 2. This indicates by applying talking chips, the students in speaking skill can be improved.³⁰

From the above description, the researcher can conclude that many ways can increase the students' speaking mastery. Then the research hoped that the natural approach can increase the students' achievement in speaking.

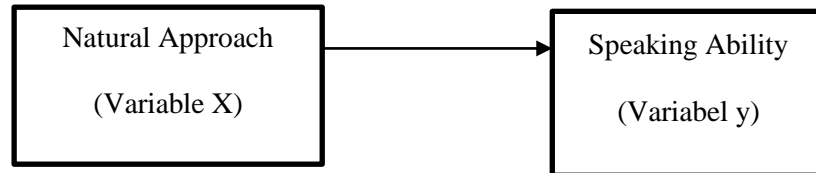
C. Framework of Thinking

Speaking is very important for junior high school students, it is necessary for students to have an ability of comprehending some kinds of speaking. The students are expected to be able to communicate with another people as they are expected to gain knowledge and grasp the information from what they hear from another people or what they read in the text. However, the students of eleventh grade of SMP Negeri 1 Angkola Timur found difficulties in speaking.

Where, the researcher thinks that with the natural approach will make the speaking ability enjoy and make students more active. This method was chosen from the background of students who have studied speaking at the

³⁰AdyaksaFaza, " The Use Of Talking Chips Technique to Improve Speaking Skills (A Classroom Action Research at The Tenth Grade Students of Senior High School (SMA MUH 1) Gubug in Academic Year of 2017/2018).

school. So the researcher concludes that two variables of this research are natural approach as variable (X) and speaking mastery as variable (Y).



D. Hypothesis

The hypothesis of this research are:

1. (Ha) = There is a significant effect of Natural Approach on speaking ability at the VIII grade in SMP Negeri 1 A ngkola Timur.
2. (Ho) = There is no significant effect of Natural Approach on speaking ability at the VIII grade in SMP Negeri 1 Angkola Timur.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

The research has done in SMP Negeri 1 Angkola Timur. It is located at Pargarutan, Kec. Angkola Timur, Kab. Tapanuli Selatan, Sumatera Utara. The subject research was grade VIII of SMP Negeri 1 Angkola Timur. The research was starting from April 2022 until finishing the theses.

B. Research Design

The kinds of this research is quantitative research where the method is experimental design. Experimental research is a study that strictly adheres to a scientific research design. It includes a hypothesis, a variable that can be manipulated by the reseracher, and variables that can be measured, calculated and compared. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with natural approach method as a treatment and the control class is the class that taught with a treatment by conventional teaching.

The reseracher design of this reserach can be seen from the table:

Table 2

Table of Design Instrument

No	Class	Test	Treatment	Test
1.	Experimental Class	Pre-test	Teaching by using natural approach	Post-test
2.	Control Class	Pre-test	X	Post-test

In this reserach, researcher given the pre-test before given the treatment and given the post-test after given the treatment to experimental class and control class.

C. Population and Sample

a. Population

The population of this research is all of the students at grade VIII of SMP Negeri 1 Angkola Timur. They concists of 159 students in 5 classes. It can be see table as follow:

Table 3:
Population of Grade VIII SMP Negeri 1 Angkola Timur

No	Class	Total
1	VIII 1	30
2	VIII 2	30
3	VIII 3	32
4	VIII 4	30
5	VIII 5	32
	TOTAL	159

b. Sample

The researcher used the cluster random sampling for the sampling technique. Which is taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school. So, based on pre – observation of researcher, students VIII 1 and VIII 2 had some ability in speaking lesson.

The source of this information is from the result of students in examination and English teachers showing that all of students could pass examination which the target of the completeness 60. So, from the above fact, researcher found the sample that homogeny. They are VIII 1 as the experimental class that consist of 30 students and VIII 2 as the control class that consist 30 students. Therefore, total samples are 60 students. It can be see from the table follow:

Table 4:
The sample of research

No	Class	Number
1	Experimental Class	30
2	Control Class	30
	Total	60 Persons

D. Instrument of Collecting Data

The researcher used test as instrumentation. The instrument that would be used in this research is speaking test. There are five elements should be measured in speaking test, namely; accent, grammar, vocabulary, fluency and comprehension.

To know students speaking skill improve, there were some criterions that must be considered. Hughes formulates that there are five elements

should be measured in speaking test, namely; accent, grammar, vocabulary, fluency and comprehension.³¹

Table 5:
The Indicator of Speaking³²

Accent	Point: 1-5
1. Pronunciation frequently unintelligible.	1
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
3. Foreign accent requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.	3
4. Marked foreign accent and occasional mispronunciations, which do not interfere with understanding.	4
5. No conspicuous mispronunciation, but would not be taken for a native speaker.	5
Grammar	Point: 1-5
1. Grammar almost entirely inaccurate phrase.	1
2. Constant errors showing of very few major patterns and frequent preventing communication.	2
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	4
5. No more than two errors during the interview.	5
Vocabulary	Point: 1-5
1. Vocabulary inadequate for even the simplest conversation.	1
2. Vocabulary limited to basic personal and	2

³¹ Arthur Hughes, *Testing For Language Teacher*, 1989.

³² Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p, 110-113.

<p>survival areas (thing, flower, animals and so on).</p> <p>3. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.</p> <p>4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subject with some circumlocution.</p> <p>5. Professional vocabulary broad and presies; general vocabulary adequate to cope with complex practical problems and varied social situation.</p>	<p>3</p> <p>4</p> <p>5</p>
Fluency	Point: 1-5
<p>1. Speech is no halting and fragmentary that conversation is virtual impossible.</p> <p>2. Speech is very slow and uneven expect for short or routine sentence.</p> <p>3. Speech is frequently hesitant and jerky: sentence may be left uncompleted.</p> <p>4. Speech occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.</p> <p>5. speech is effortless and smooth, but perceptibly non-native in speech and evenness.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Comprehension	Point: 1-5
<p>1. Understands too title for the simplest types of conversation.</p> <p>2. Undestand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.</p> <p>3. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.</p> <p>4. Understand quite well normal educate speech when engaged in a dialoug but requires occasional repetition and rephrasing.</p> <p>5. Understand everything in both normal</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

and colloquial speech to be expected of an educated native speaker.	
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E. The Validity of Instrument

In this research the researcher used content validity to get validity of the instrument. Validity is a measure of how well a research measuring instrument of scale measures what is intended to measure . A research instrument is valid if it measures what is intended to measure accurately.³³To have content validity a measure ought to adequately sample both the topic and the cognitive process includes in the content univers under consideration. Construct validity is a part of the test as a total to measure the test by content.

The researcher would validate speaking test to the lecture. In this research, the function of conducting the test was to measure speaking ability, as the test should be speaking it self. The validation of speaking test would be checked and signed by Lecture in Universitas of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

F. Procedures of the Research

The technique of collecting the data the researcher would give two test to the students, pre-test and post-test. The process of collection the data as follow:

a. Pre-test

The pre-test was conducted to find out homogeneity of the sample. The function of the pre-test was to find the mean score of

³³Linus Chukwunenye Osuagwu, "Research Methods: Issues and Research Direction" 9, no. September (2020): 55, <https://doi.org/10.5430/bmr.v9n3p46>, p. 50.

experimental class and control class. There are some procedure of pre-test they are:

1. The researcher prepares the test
2. The researcher distributers the paper of test to experimental class and control class
3. The researcher explaines instruction to the students about the ways answer test
4. The researcher gives the time
5. After the students finishes, the researcher collectes the paper test
6. The researcher checked the asnwer of students and find out the mean score of both of the class.

b. Treatment

After giving the pre-test and observe the result, the researcher gives the treatment to the experimental class. The testament is the teacher gives to students the example of the test then gives them explanation how to apply natural approach in speaking. The teacher give the students one word and the students must explain more about of the word. In the other condition, the control class will be taught by the conventional method.

c. Post-test

After giving the treatment, the researcher conducted a post-test which the same test with the pre-test and the researcher had been conducted in the previous of the research. This post-test is the

final test in the research, especially measuring the treatment, whether was significant or no. After conducting the post-test, the researcher analyzed the data.

G. Technique of Data Analysis

a. Requirement Test

1. Normality Test

Normality test is a mayth there never was and never will be a normal distribution. This might be an overstatement, but the fact is that non-normal distributions are more prevalent in practice than formerly assumed.³⁴ Normality test is used to know the data of research is normal or not. To know normality test, the researcher uses Chi-Quadrate for normality of test as follow:³⁵

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Value of Chi-Square

f_o = Observed Frequency

f_h = Expected Frequency

To calculate the result of Chi-Quadrate, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency

³⁴Keya Rani Das and A. H. M. Rahmatullah Imon, "A Brief Journal Review of Test for Normality" 5, no. January 2016 (2016): 10, <https://doi.org/10.11648/j.ajtas.20160501.12>, p. 5.

³⁵ Ahmad Nizar Rangkuti, "Statistik Untuk Pendidikan", (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015, p. 151

is lessened 3 ($dk=k-3$). If result $x^2_{count} < x^2_{tabel}$. So, it can be concluded that data is distributed normal.

2. Homogeneity Test

Homogeneity test is to confirm that the data set to be measured comes from a homogeneous population.³⁶ Homogeneity test was used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it can be called homogeneous. The researcher will use Harley test, the formula is:³⁷

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is accept if $f_{(count)} \leq f_{(table)}$

Hypothesis is reject if $f_{(count)} \geq f_{(table)}$

3. Hypothesis Test

Hypothesis is generated via a number of means, but is usually the result of a process of inductive reasoning where observation lead to the formation of a theory.³⁸

³⁶Ihwan Mahmudi Martan, Abdul Hafidz Zaid, "Teaching Materials Development from Imla' Lesson to Enhance Student's Writing Skills" 8, no. 1 (2021): 46–59, p. 56.

³⁷ Sugiyono, "Metode Penelitian Kuantitatif Kualitatif dan R&D", (Bandung: Alfabeta, 2010), p, 197.

³⁸Sendil Mourougn and Dr. K. Sethuraman, "Hypothesis Development and Testing" 19, no. 5 (2017): 34–40, <https://doi.org/10.9790/487X-1905013440>, p. 34.

$$Tt = \frac{M_1 - M_2}{\left(\frac{\sum x_{12} + \sum x_{22}}{n_1 + n_2 - 1} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

T = The value which the statistical significant

M_1 = The average score of the experimental class

M_2 = The average of the control class

X_1^2 = Derivation of the experimental class

X_2^2 = Derivation of the control class

N_1 = Number of experimental

N_2 = Number of control

CHAPTER IV

RESEARCH RESULT

This chapter presented research result in order to find the effect of Natural Approach on students' speaking ability at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan. The researcher had calculated the data using pre-test and post-test. The researcher conducted the research with pre-test to know the students' speaking skill before given the treatment and post-test to know the students' speaking ability after given the treatment by using Natural Approach. Applying quantitative research, the researcher used the formulation of t-test to test the hypothesis. In this below, researcher described the result based on the data that has been researcher as follow:

A. Description of Data

1. The Description of Data before Using Natural Approach Technique

a. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students oral test. The researcher gave a conversation test.

After getting students score of control class in pre-test, the researcher arranged in from the low score to the high score in interval class form. After that, the researcher made in into percentages to see the dominant score that are gotten by the students.

In control class I, the researcher calculated the result that got by students in conversation test. The pre - test score of control class could be seen in the following table:

Table 6

The Score Control Class in Pre-Test

Descriptive	Statistics
Total	1.835
The Higher Score	85
The Lowest Score	50
Mean	61.16
Median	60.00
Modus	60
Range	35
Interval	6
Standard Deviation	9.067
Variants	82.213

Based on the table above the total score of control class in pre-test was 1835, mean was 61.16, standard deviation was 9.067, variants was 82.213, median was 60.00, range was 35, modus was 60, interval was 6. The research got that the highest score was 85 and the lowest score was 50.

Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution below:

Table: 7

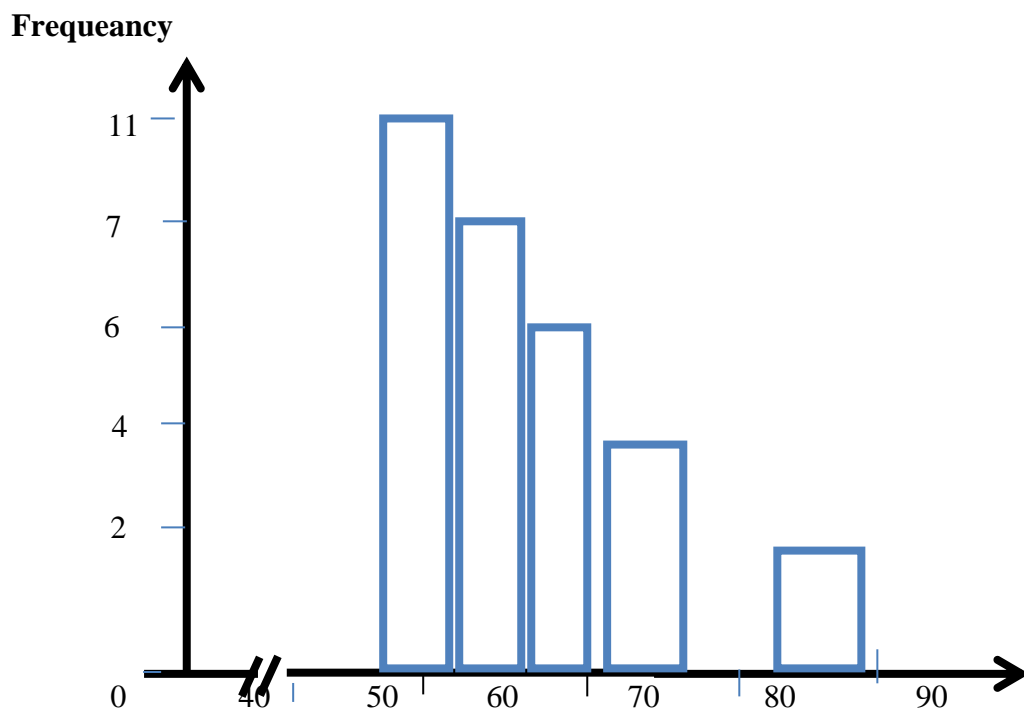
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	50 – 55	52.5	11	36.6%
2	56 – 61	58.5	7	23.4%
3	62 – 67	64.5	6	20%

4	68 – 73	70.5	4	13.3%
5	74 – 79	76.5	0	0%
6	80 – 85	82.5	2	6.6%

From table 8, it can be seen that the students who get the highest score can be seen at interval 80 – 85, the students who get the lowest score 50 – 55 and most of students get score at interval 50 – 55. It means that most of students get the score at average 52.5 so, the students scores are categorize into a bit low.

In order to get description of the data clearly and completely, the researcher presented them in histogram on folloing figure:



Figur 1 : Score Pre-Test of Control Class

The histogram of the students' score of control class in pre-test showed that the highest interval 80 – 85 was 2 students and the lowest 50 – 55 was 11 students.

b. Score of Pre-Test Experimental Class

In pre-test of Experimental class, the researcher calculated the result that had been gotten by the students oral test. The researcher gives a test .

After getting students score of Experimental class in pre- test, the researcher arranged it from the low score to the high score in interval class form. In experimental class, the researcher calculated the result that got by students in conversation test. The pre - test score of experimental class could be seen in the following table.

Table 8

The Score Experimental Class in Pre-Test

Descriptive	Statistics
Total	1.950
The Highest Score	85
The Lowest Score	50
Mean	65.00
Median	67.50
Modus	70
Range	35
Interval	6
Standard Deviation	10.255
Variants	105.172

Based on the table above the total score of experimental class in pre- test was 1950, mean was 65.00, standard deviation was 10.255, variants was 105.172, median was 67.50, range was 35, modus was 70,

interval was 6. The research got that the highest score was 85 and the lowest score was 50.

Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution below:

Table 9

Frequency Distribution of Students' Score
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	50 – 55	52.5	9	30%
2	56 – 61	58.5	3	10%
3	62 – 67	64.5	3	10%
4	68 – 73	70.5	8	26.6%
5	74 – 79	76.5	4	13.3%
6	80 – 85	82.5	3	16.6%

table 10, it can be seen that the students who get the highest score can be seen at interval 80 - 85, the students who get the lowest score were at interval 50 - 55 and most of the students get scores at interval 50 – 55. It means that most of students who got the score at average 52.5 . So, the students scores in this Experimental class also categorized into a bit low.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

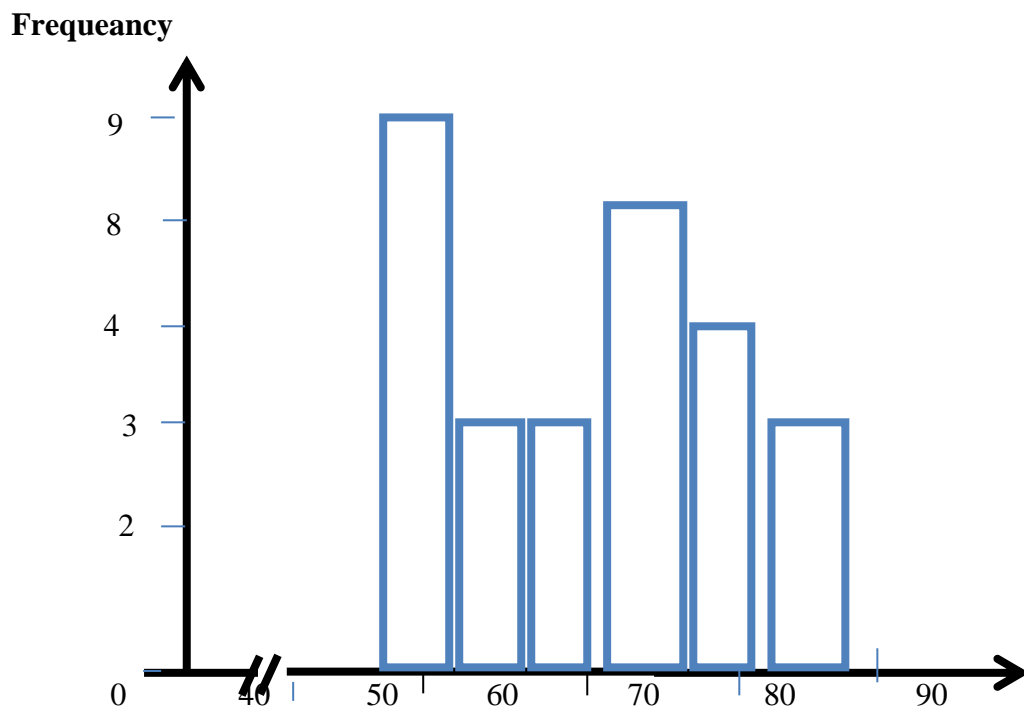


Figure 2 :Score Pre-Test in Experimental Class

The figure 2 described the students score based on the interval class. The histogram of the students' score of experimental class in pre-test showed that the highest interval 80 - 85 was 3 students and the lowest score interval 50 - 55 was 9 students.

2. The Description of Data before Using Natural Approach Technique

a. Score of Post- Test Control Class

In post-test of control class the researcher calculated the result that had been gotten by the students conversation in oral test, after the researcher did the treatment by Natural Approach Technique. The researcher give students a conversation test.

From the students score of control class in post test, the researcher arranged it from the low score to the high score in interval class form.

In control class I, the researcher calculated the result that got by students in conversation test. The post - test score of control class could be seen in the following table.

Table 10

The Score Control Class in Post-Test

Descriptive	Statistics
Total	2.205
The Highest Score	90
The Lowest Score	55
Mean	73.50
Median	72.50
Modus	70
Range	35
Interval	6
Standard Deviation	9.390
Variants	88.190

Based on the table above the total score of control class in post-test was 2205, mean was 73.50, standard deviation was 9.390, variants was 88.190, median was 72.50, range was 35, modus was 70, interval was 6. The research got that the highest score was 90 and the lowest score was 55.

Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution below:

Table: 11

Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages%
1	55 – 60	57.5	4	13.3%
2	61 – 66	63.5	2	6.6%

3	67 – 72	69.5	9	30%
4	73– 78	75.5	5	16.6%
5	79 – 84	81.5	4	13.3%
6	85 – 90	87.5	6	20%

From table 12, it can be seen that the students who get the highest score can be seen at interval 85 - 90, the students who get the lowest score 505 - 60 and most of students get score at interval 67 - 72. It means that most of students get the score at average 69.5 so, the students scores are categorize into not bed increasing score.

In order to get description of the data clearly and completely, the researcher presented them in histogram on folloing figure:

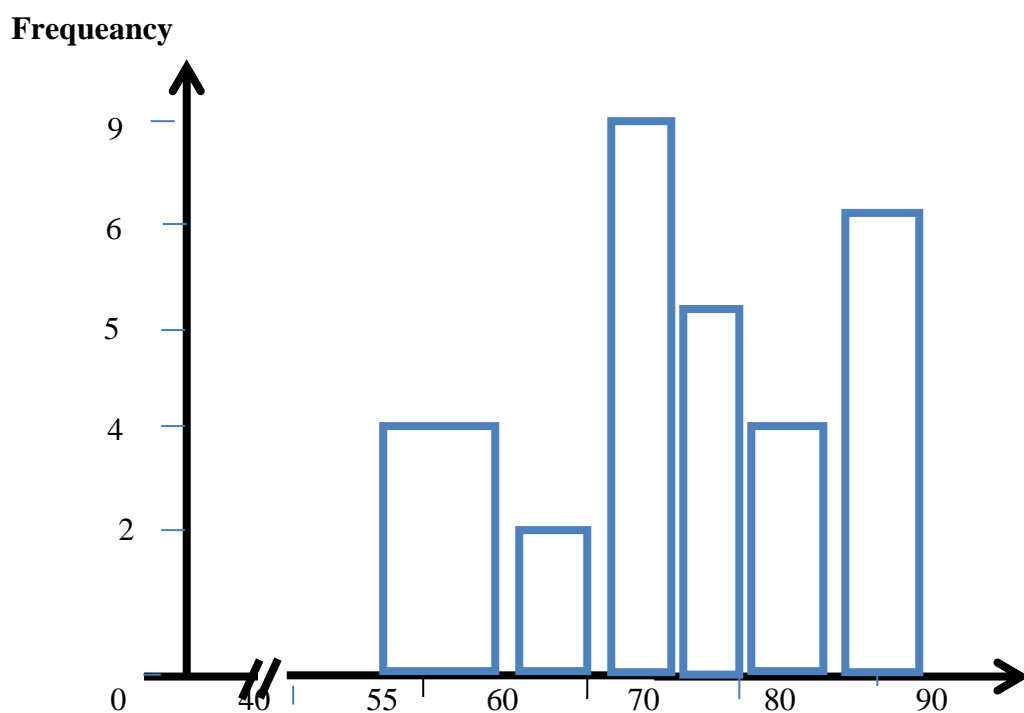


Figure 4 : Score Post-Test in Control Class

The figure 4 described the students score based on the interval class. the histogram of the students' score of control class in post-test showed that the highest interval 85 - 90 was 6 students and the lowest score interval 55 - 60 was 4 students.

b. Score of Post-Test Experimental Class

In post-test of Experimental class, the researcher calculated the result that had been gotten by the students oral test. The researcher gives a conversation test .

After getting students score of Experimental class in post- test, the researcher arranged it from the low score to the high score in interval class form. In experimental class, the researcher calculated the result that got by students in conversation test. The post - test score of experimental class could be seen in the following table.

Table 12

The Score Experimental Class in Post-Test

Descriptive	Statistics
Total	2.220
The Highest Score	90
The Lowest Score	55
Mean	74.00
Median	75.00
Modus	75
Range	35
Interval	6
Standard Deviation	9.948
Variants	98.966

Based on the table above the total score of experimental class in post- test was 2220, mean was 74.00, standard deviation was 9.948,

variants was 98.966, median was 75.00, range was 35, modus was 75, interval was 6. The research got that the highest score was 90 and the lowest score was 55.

Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution below:

Table 13

Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages%
1	55 – 60	57.5	5	16.6%
2	61 – 66	63.5	2	6.6%
3	67 – 72	69.5	5	16.6%
4	73– 78	75.5	7	23.3%
5	79 – 84	81.5	5	16.6%
6	85 – 90	87.5	6	20%

From table 14, it can be seen that the students who get the highest score can be seen at interval 85 - 90, the students who get the lowest score were at interval 55 - 60 and most of the students get scores at interval 73 - 78. It means that most of students who got the score at average 75.5 . So, the students scores in this Experimental class also categorized into not bed increasing score.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

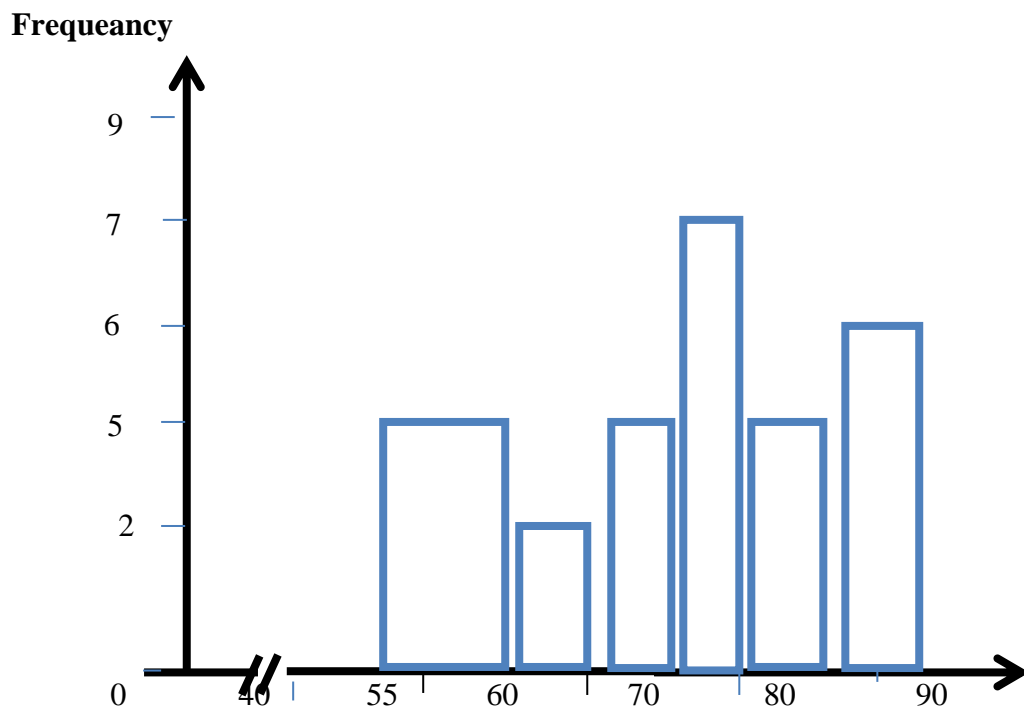


Figure 5 : Score Post-Test in Experimental Class

The histogram of the students' score of experimental class in pre-test showed that the highest interval 85 - 90 was 6 students and the lowest score interval 55 - 60 was 5 students.

B. Technique of Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also prove whether the data is normality and homogeneity or not.

a. Pre Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.25 using Kolmogorov-Smirnov test because the

number of samples in the study was 60 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

Table 14

Normality in Pre-Test				
Test of Normality				
	Class	Komogorof-Smirnov ^a		
		Statistic	df	Sig.
Result	Experimental class	0.167	30	0.033
	Control class	0.151	30	0.078
<ul style="list-style-type: none"> • This is a lower bound of the true significance 				
a. Lilliefors Significance Correction				

Based on the analysis of normality of the pre-test data with using SPSS v.24. It was obtained that the experimental class was 0.033 and the control class was 0.078. The criteria obtained a significant value that Kolmogorov-Smirnov > 0.05 . So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.25 calculation obtained a significance value (sig) was 0.255. Based on criteria for testing data homogeneity using SPSS v.25 obtained a value significance (sig) based on $\text{mean} > 0.05$, it means the pre-test value of the sample has a homogeneous variance.

Table 15

Homogeneity in Pre-Test

Result			
Pretest			
Levene Statistic	df1	df2	Sig.
1.324	1	58	0.255

b. Post- Test

1) Normality Post Test

Data normality of the two groups was calculated using SPSS v.25 using Kolmogorov-Smirnov test because the number of samples in the study was 60 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

Table 16**Post-Test in Class**

Test of Normality				
	Class	Komogorof-Smirnov ^a		
		Statistic	df	Sig.
Result	Experimental class	0.140	30	0.138
	Control class	0.161	30	0.053
• This is a lower bound of the true significance				
a. Lilliefors Significance Correction				

Based on the analysis of normality of the post-test data with using SPSS v.24. It was obtained that the experimental class was 0.0138 and the control class was 0.053. The criteria obtained a significant value that Kolmogorov-Smirnov > 0.05. So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.25 calculation, obtained a significance value (sig) was 0.804. Based on criteria for testing data homogeneity using

SPSS v.25 obtained a value significance (sig) based on $\text{mean} > 0.05$, it means the post-test value of the sample has a homogeneous variance.

Table 17
Homogeneity in Post-Test

Result			
Posttest			
Levene Statistic	df	df2	Sig.
0.062	1	58	0.804

C. Hypothesis Test

The researcher has calculated the data of post-test both of experimental class and control class, researcher has found that the data is normal and homogenous. Based on the result, to analyze the hypothesis the researcher used Independent Sample T-test with using SPSS. The result can be seen from the mean score. To see the effect on students' writing skill, the researcher would present the data analyzed in the table below:

Table 18

Group Statistics

	Experimental Class			Control Class		
	Mean	Std.Deviation	Std.Error Mean	Mean	Std.Deviation	Std.Error Mean
Pre-Test	63.50	8.92	1.62	61.16	9.06	1.65
Post-Test	74.00	9.94	1.81	73.50	9.39	1.71

From the table above, it shows that the Experimental class is higher than control class. The score can be seen from the mean. The score in experimental class is 74.00, and the score in control class is 73.50. It means there is a change point on students speaking skill after using Natural Approach.

Table 19

Result of T-test feom the Both Averages

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
0.319	2.00172	4.500	2.00172

Based on the result of calculating using Independent Sample T-test, in pre-test researcher found that t_{count} 0.319 while t_{table} 2.00172 with opportunity ($1-\alpha$) = 1-5% and $dk = n_1 - n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{\text{count}} < t_{\text{table}}$ (0.310 < 2.00172), it means that hypothesis H_a was rejected and H_o was accepted. But, in post-test researcher found that t_{count} 0.842 while t_{table} 2.00172 with opportunity ($1-\alpha$) = 1-5% = 95% and $dk = n_1 - n_2 = 30 + 30 = 60$. Cause $t_{\text{count}} > t_{\text{table}}$ (4.500 > 2.00172), it means that hypothesis H_a was accepted and H_o was rejected. So, there was significant effect of using natural approach on students' speaking ability at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

D. Discussion

Based on the result of data analysis, the researcher discusses the result of this research on the effect of Natural Approach on Students' Speaking Ability, where the result mean score of experimental group

higher than control group. The mean score of experimental group 74.00 after using task based language teaching and mean score of control group is 73.50. It can be concluded that task based language teaching method has improved for speaking ability.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Rahmawati have done the thesis about the significant that the effect of natural approach toward students speaking ability the data were analyzed by used t-test formula. The research using SPSS version 23 to analyzed data. It could be seen that calculated was higher than in significant 5% ($2.035 < 6.706$).³⁹ And the researcher find the data in the thesis was higher than in significant 5% ($4.500 > 2.00172$), and there is same analyzed by use t-test formula.

The second, Zainuddin did research about the effect of natural approach towards students' speaking mastery the data is taken from pre-test and post-test. To analyze the data, the researcher uses t-test formula. After analyze the data, the researcher finds that mean score of experimental class after using Natural Approach is higher than control class. Mean score of experimental class and control class in pre test is ($59.34 < 63.7$), mean score experimental class and control class in post test was ($79.25 > 72.48$). It means there is a significant effect of Natural Approach on speaking mastery at the X grade students of SMA Negeri

³⁹Rahmawati, "The Effect of Natural Approach Toward Students' Speaking Ability of the Second Grade at SMP Negeri 3 Pekanbaru" (2019). <https://repository.uir.ac.id/7049/>

3 Padangsidimpuan.⁴⁰ The researcher did the research about the effect of natural approach on students' speaking ability at grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan the data is taken from pre-test and post-test. To analyze the data, the researcher use t-test formula. After analyze the data, the researcher finds that mean score of experimental class after using Natural Approach is higher than control class. So, there is a significant effect of Natural Approach on Students' Speaking Ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

The third, Harahap did the research about the effect of drama technique toward students' speaking mastery showed the effect of drama technique toward student's speaking mastery. Where the result mean score experimental class higher than control class ($73.34 > 69.65$), its mean that students' speaking mastery taught by used Drama technique was better than conventional teaching and the score of tcount was higher than table ($1.76 > 1.67$). It means that the hypothesis was accepted and there was the significant effect of drama technique toward students' speaking mastery at the grade XI SMA Negeri 1 Angkola Barat.⁴¹ The researcher did the research about the effect of natural approach on students' speaking ability at grade VIII SMP Negeri 1

⁴⁰Zainuddin, "The Effect of Natural Approach Towards Students' Speaking Matery X Grade SMA Negeri 3 Padangsidimpuan" 3, no. 1 (2020): 226–49.<http://journal.ipts.ac.id/index.php/LINER/article/view/1770>

⁴¹Terri Halimah Harahap, "The Effect Od Drama Technique on Students' Speaking Matery at Grade XI SMA Negeri 1 Angkola Barat" (2015).
<http://etd.iain-padangsidimpuan.ac.id/id/eprint/3947>

Angkola Timur Tapanuli Selatan the data is taken from pre-test and post-test. To analyze the data, the researcher use t-test formula. After analyze the data, the researcher finds that mean score of experimental class after using Natural Approach is higher than control class. So, there is a significant effect of Natural Approach on Students' Speaking Ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

E. Threat of The Research

The thraets in this research as follows :

1. Time is limited, the students needed much more time to answer the test.
2. Some of the students were not serious in answering pre- test and post- test. Although they looked like not serious, they still do the test by themselves.
3. The researcher was lack of knowledge in processing data.
4. The English teachers in the school were seldom to use media to teaching.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusion of this research are :

1. Before learning by using Natural Approach in Speaking Ability, the mean score of pre-test for experimental class was 65.00 and the mean score of control class was 61.16. It means that the mean score before learning by using Natural Approach is lower category.
2. After learning by using Natural Approach, the mean score of experimental class was higher than before using Natural Approach, the mean score of post-test for the experimental class was 74.00 and the mean score of post-test for control class taught by conventional method was 73.30.
3. The researcher found the research result of t-test where t_o was higher than t_{count} was 4.500 and t_{table} was 2.00172 ($4.500 > 2.00172$). it means that H_a was accepted, so there was a significant effect of natural approach on students speaking ability at Grade VIII SMP Negeri 1 Angkola Timur Tapanuli Selatan.

B. Suggestions

The researcher got many information and knowledge in teaching and learning after finishing the research. By this research, the researcher was some things that need to be improved. It makes researcher give some suggestion as follow:

1. For head master of SMP Negeri 1 Angkola Timur Tapanuli Selatan, it is hoped to inform the English teacher in the school to use Natural Approach Technique in students' speaking. The researcher and others proved that Natural Approach was effective to be applied in classroom.
2. For English teacher, it is hoped to use Natural Approach Technique while teaching speaking because this technique can help the students in improving students' ability in speaking.
3. For students, it is hoped can be useful to improve speaking after using this technique.
4. For the next researcher, this research can help other researcher who will conduct further research in the same technique. It is hoped that other researchers can get many information from this experimental research.

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CURRICULUM VITAE



A. Identify

Name : Nursyamsiah
Reg. Number : 18 203 00078
Place/Birthday : Huraba, 26th Agustus 1999
Sex : Female
Religion : Islam
Address : Huraba , Kec. Angkola Timur,
Kab. Tapanuli Selatan
Phone Number : 0812 6362 2019
Email : nursyamsiah2608@gmail.com

B. Parents

Father's Name : Abdul Rahim Sitompul
Job : Wiraswasta
Mother's Name : Jahrona Siregar
Job : HouseWife

C. Educational Background

Elementary School : SDN 100600 (2011)
Junior High School : SMP N 7 Padangsidimpuan (2014)
Senior High School : SMK Kesehatan Sidimpuan Husada (2017)
Collage : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan (2018-2023)

APPENDIX 1

Experimental class

RENCAMA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP N 1 Angkola Timur

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII

Alokasi Waktu : 2 X 40 Menit

Skill Bahasa : Speaking

A. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal dengan sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
2. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan ingintahunya tenentang ilmu pengetahuan, teknologi, senidanbudaya dengan wawasan kemanusiaan, kebangsaandankenegaraanterkaitpenyebaabfenomenadankejadian.
3. Mengungkapkan makna teks lisan dengan menggunakan ragam bahasa lisan secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- 1.4. Menunjukkan perilaku santun, peduli dan menghargai perbedaan dalam interaksi manusia dengan lingkungan dan teman sebaya.

2.5. Menangkap makna secara konseptual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.

3.6. Mengungkapkan makna dalam teks lisan dan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar, melibatkan tindak tutur, ungkapan dalam meminta dan member opini.

C. Indikator pencapaian kompetensi

1. Menjelaskan bagaimana membuat kalimat bahasa Inggris yang baik dalam mengatur pemberian pendapat.
2. Melibatkan siswa dalam berdiskusi memberikan pendapat.
3. Membuat siswa dapat memahami pendapat yang diberikan.
4. Membuat siswa menghasilkan pendapat

D. Tujuan Pembelajaran

1. Siswa mampu memahami pelajaran moral dalam memberikan pendapat
2. Siswa mampu memahami pendapat yang diberikan
3. Siswa mampu menggunakan ungkapan dalam meminta dan memberikan opini secara lisan

E. Materi Pembelajaran

Memberikan penjelasan tentang gambar

F. Metode Pembelajaran

Natural Approach

G. Media Pembelajaran

Papan tulis, spidol, penghapus, text book, gambar atau benda yang berkaitan dengan materi.

H. Langkah-Langkah Pembelajaran

Kegiatan		
Kegiatan Pendahuluan	1. Guru memasuki kelas dan menyapa	

	<p>siswa dengan menggunakan bahasa inggris.</p> <ol style="list-style-type: none"> 2. Guru memberikan instruksi kepada siswa untuk berdoa sebelum memulai pelajaran. 3. Guru memeriksa daftar hadir. 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru memadukan pendekatan natural dengan saat menggunakan media, dan sumber belajar lainnya. 2. Guru menyuruh siswa mengambil buku atau pulpen. 3. Guru menjelaskan gambar melalui gambar (guru memberikan instruksi tentang cara memberikan pendapat atau penjelasan gambar) 4. Guru menunjukkan beberapa gambar dan menyuruh siswa menyebutkan nama gambar tersebut secara lisan atau individu. 5. Guru memerintah siswa untuk menjelaskan gambar atau memberikan pendapat tentang apa yang mereka lihat. 6. Siswa menyebutkan nama gambar dan menjelaskan mengenai gambar secara lisan dan individu. 	
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi pembelajaran 2. Guru menutup pertemuan dengan bacaan hamdalah. 	

I. Sumber Belajar

Buku text dan buku-buku lain yang relevan

J. Penilaian

1. Teknik : Lisan

2. Bentuk : Menjelaskan dan memberikan opini secara langsung

3. Keterangan skor

Jumlah skor maksimal keseluruhan :100

Skor setiap jawab yang benar :5

Jumlah skor keseluruhan : $5 \times 20 = 100$

Padangsidempuan,

Mengetahui

Guru Bahasa Inggris Kelas VIII

Peneliti

MaslinaHarahap
196404201994122001

Nursyamsiah
1820300078

APPENDIX 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP N 1 Angkola Timur

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII

Alokasi Waktu : 2 X 40 Menit

Skill Bahasa : Speaking

A. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal dengan sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
2. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan ingin tahunya tnetang ilmu pengetahuan, teknologi, senidanbudaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait penyebab fenomena dan kejadian.
3. Mengungkapkan makna teks lisan dengan menggunakan ragam bahasa lisan secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- 1.4. Menunjukkan perilaku santun, peduli dan menghargai perbedaan dalam interaksi manusia dengan lingkungan dan teman sebaya.
- 2.5. Menangkap makna secara konseptual terkait fungsi social, struktur teks, dan unsur kebahasaan teks secara lisan dan tulisan, dengan pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.

3.6. Mengungkapkan makna dalam teks lisan dan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar, melibatkan tindak tutur, ungkapan dalam meminta dan member opini.

C. Indikator pencapaian kompetensi

1. Menjelaskan bagaimana membuat kalimat bahasa Inggris yang baik dalam mengatur pemberian pendapat.
2. Melibatkan siswa dalam berdiskusi memberikan pendapat.
3. Membuat siswa dapat memahami pendapat yang diberikan.
4. Membuat siswa menghasilkan pendapat

D. Tujuan Pembelajaran

1. Siswa mampu memahami pelajaran moral dalam memberikan pendapat
2. Siswa mampu memahami pendapat yang diberikan
3. Siswa mampu menggunakan ungkapan dalam meminta dan memberikan opini secara lisan

E. Materi Pembelajaran

Memberikan penjelasan tentang gambar

F. Metode Pembelajaran

Natural Approach dan diskusi

G. Media Pembelajaran

Papan tulis, spidol, penghapus, text book, gambar atau benda yang berkaitan dengan materi.

H. Langkah-Langkah Pembelajaran

Kegiatan		
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru memasuki kelas dan menyapa siswa dengan menggunakan bahasa Inggris.2. Guru memberikan instruksi kepada siswa untuk berdoa sebelum memulai	

	<p>pelajaran.</p> <p>3. Guru memeriksa daftar hadir.</p>	
Kegiatan Inti	<p>1. Peserta didik diberikan materi yang akan didiskusikan dalam kelompok.</p> <p>2. Guru memberikan kesempatan kepada peserta didik untuk menjelaskan atau mengemukakan pendapatnya.</p> <p>3. Guru mendengarkan pendapat ataupun penjelasan yang dikemukakan peserta didik tentang materi yang diberikan.</p> <p>4. Guru memberikan kesimpulan tentang diskusi yang telah dilakukan</p>	
Penutup	<p>1. Guru menyimpulkan materi pembelajaran</p> <p>2. Guru menutup pertemuan dengan bacaan hamdalah</p>	

I. Sumber Belajar

Buku text dan buku-buku lain yang releven

J. Penilaian

1. Teknik : Lisan
2. Bentuk : Menjelaskan dan memberikan opini secara langsung
3. Keterangan skor

Jumlah skor maksinal keseluruhan :100

Skor setiap jawab yang benar :5

Jumlah sekor keseluruhan : 5 x 20 = 100

Padangsidimpun,

Mengetahui
Guru Bahasa Inggris Kelas VIII

MaslinaHarahap
196404201994122001

Peneliti

Nursyamsiah
1820300078

APPENDIX 3

Pre - Test

Look at the picture, then give your opinion about the question of the picture



A : What do you see about the picture?

B :

A : Do you ever see it?

B :

A : Where do you find as like as a picture?

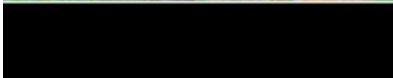
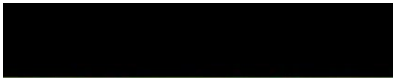
B :

A : What do you think if you live in that house?

B :

A : Are you comfortable living in a place like that?

B :



A : What do you see about the picture?

B :

A : Do you ever see it?

B :

A : Where do you find as like as a picture?

B :

A : What do you think of the cat?

B :

A : If you had a cat, what would you do?

B :



A : What do you see about the picture?

B :

A : Do you ever see it?

B :

A : Where do you often find as like as a picture?

B :

A : What do you think pen does for?

B :

A : Is the pen a very important item in your opinion?

B :



A : What does you see about the picture?

B :

A : Where do you ever see it?

B :

A : What do you think about the picture?

B :

A : What would you do if you were in that place?

B :

A : If you were in that place, what would you do?

B :

APPENDIX 4

Post - Test

Look at the picture, then give your opinion about the question of the picture



A : Can you explain what is in the picture?

B :

A : What do you think about the picture?

B :

A : What is the use of this image?

B :

A : Is the think in the picture important to you?

B :

A : If you were in that place, what did you do, explain

B :



A : What do you see of the picture?

B :

A : What do you think about the picture?

B :

A : What would you do if you saw the flower?

B :

A : Where can you find these flower?

B :

A : What do you think about the condition of the flower, explain?

B :



A : What do you see of the picture?

B :

A : What do you think about the picture?

B :

A : Where do you often find events like in the picture?

B :

A : If you see the picture what is in your mind, explain?

B :

A : What do you think of the situation in the picture, explain?



A : What do you see of the picture?

B :

A : What do you think about the picture?

B :

A : What would you do if you were in that place?

B :

A : Do you think the bed is a comfortable place, please explain?

B :

A : What do you usually do in bed, explain?

B :

APPENDIX 5

LEMBAR VALIDITAS TEST

Nama Sekolah : SMP N 1 Angkola Timur

Mata Pelajaran : BAHASA INGGRIS

Kelas : VIII

Materi Pokok : Explain and giving opinion about the picture

Keterangan : V : Valid

VR : Valid dengan Revisi

TR : Tidak Valid

Petunjuk: Berikan tanda (✓) pada kolom yang telah tersedia

No	Soal	V	VR	TR
1.	A : What do you see about the picture? B : A : Do you ever see it? B : A : Where do you find as like as a picture? B : A : What do you think if you live in that house? B : A : Are you comfortable living in a place like that? B :			
2.	A : What do you see about the picture? B : A : Do you ever see it? B : A : Where do you find as like as a picture? B : A : What do you think of the cat? B : A : If you had a cat, what would you do? B :			

3.	<p>A : What do you see about the picture? B : A : Do you ever see it? B : A : Where do you often find as like as a picture? B : A : What do you think pen does for? B : A : Is the pen a very important item in your opinion? B :</p>			
4.	<p>A : What does you see about the picture? B : A : Where do you ever see it? B : A : What do you think about the picture? B : A : What would you do if you were in that place? B : A : If you were in that place, what would you do? B :</p>			
5.	<p>A : Can you explain what is in the picture? B : A : What do you think about the picture? B : A : What is the use of this image? B : A : Is the think in the picture important to you? B : A : If you were in that place, what did you do, explain B :</p>			
6.	<p>A : What do you see of the picture? B : A : What do you think about the picture? B : A : What would you do if you saw the flower?</p>			

	<p>B :</p> <p>A : Where can you find these flower?</p> <p>B :</p> <p>A : What do you think about the condition of the flower, explain?</p> <p>B :</p>			
7.	<p>A : What do you see of the picture?</p> <p>B :</p> <p>A : What do you think about the picture?</p> <p>B :</p> <p>A : Where do you often find events like in the picture?</p> <p>B :</p> <p>A : If you see the picture what is in your mind, explain?</p> <p>B :</p> <p>A : What do you think of the situation in the picture, explain?</p> <p>B :</p>			
8.	<p>A : What do you see of the picture?</p> <p>B :</p> <p>A : What do you think about the picture?</p> <p>B :</p> <p>A : What would you do if you were in that place?</p> <p>B :</p> <p>A : Do you think the bed is a comfortable place, please explain?</p> <p>B :</p> <p>A : What do you usually do in bed, explain?</p> <p>B :</p>			

Padangsidempuan,

Mengetahui
Lecture in UIN SyuhadaPadangsidempuan

Peneliti

Zainuddin, S.S., M.Hum
Nip. 19760610 200801 1 016

Nursyamsiah
Nim. 1820300078

APPENDIX 6

The Value in Control Class Students Result for the Pre-Test

Name Students	Scores
ARE	60
ASH	65
AC	55
AA	55
AP	50
AA	50
DAP	65
FAS	70
HKS	60
IL	60
IK	75
LI	65
LA	60
MS	80
MAMN	50
MR	60
MI	55
IH	65
NL	55
PM	55
PS	50
QAP	70
RD	70
RA	65
SPS	60
TA	50
TY	60
RH	85
JU	65
MA	50
Total	1.835

APPENDIX 7

The Value in Experimental Class Students Result for the Pre-Test

Name Students	Scores
AA	70
AF	55
AW	65
AR	75
DA	60
FA	55
FN	65
FP	65
HI	55
IZ	75
IABM	80
IAN	75
JS	70
LZN	70
LTH	70
LS	60
MH	60
NAR	50
NM	55
RA	65
RA	65
ST	65
SR	50
SA	50
SM	50
SH	70
WM	70
WW	75
YE	65
ZA	50
Total	1.950

APPENDIX 8

The Value in Control Class Students Result for the Post-Test

Name Students	Scores
ARE	70
ASH	80
AC	70
AA	75
AP	60
AA	55
DAP	80
FAS	85
HKS	70
IL	75
IK	85
LI	80
LA	70
MS	90
MAMN	70
MR	75
MI	55
IH	75
NL	70
PM	70
PS	65
QAP	85
RD	85
RA	80
SPS	70
TA	65
TY	70
RH	90
JU	75
MA	60
Total	2.205

APPENDIX 9

The Value in Experimental Class Students Result for the Post-Test

Name Students	Scores
AA	80
AF	65
AW	75
AR	90
DA	75
FA	65
FN	80
FP	75
HI	70
IZ	75
IABM	90
IAN	85
JS	80
LZN	75
LTH	85
LS	70
MH	70
NAR	60
NM	70
RA	70
RA	80
ST	75
SR	60
SA	55
SM	60
SH	85
WM	80
WW	90
YE	75
ZA	55
Total	2.220

APPENDIX 10

Indicator of Speaking in Control Class in Pre-Test

No.	Name Students	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	ARE	10	11	13	11	15	60
2.	ASH	11	11	15	13	15	65
3.	AC	12	10	10	11	12	55
4.	AA	11	10	10	12	12	55
5.	AP	10	9	9	11	11	50
6.	AA	10	10	9	10	11	50
7.	DAP	13	12	12	12	15	65
8.	FAS	13	14	13	15	15	70
9.	HKS	12	10	12	13	13	60
10.	IL	12	10	11	13	14	60
11.	IK	15	15	16	14	15	75
12.	LI	12	11	12	14	16	65
13.	LA	11	12	13	15	14	60
14.	MS	15	16	17	15	17	80
15.	MAMN	10	10	10	10	10	50
16.	MR	11	12	14	15	13	60
17.	MI	10	12	10	12	11	55
18.	IH	13	12	14	12	14	65
19.	NL	10	11	12	11	11	55
20.	PM	12	10	11	11	11	55
21.	PS	10	9	9	12	10	50
22.	QAP	13	14	13	15	15	70
23.	RD	13	12	14	16	15	70
24.	RA	12	13	12	14	14	65
25.	SPS	13	12	12	14	15	60
26.	TA	10	8	9	12	11	50
27.	TY	12	12	12	12	12	60
28.	RH	18	16	15	18	18	85
29.	JU	13	13	12	13	14	65
30.	MA	8	9	10	12	11	50
	Total						

APPENDIX 11

Indicator Speaking in Experimental class in pre-test

No.	Name Students	Accen t	Gram mer	Vocab ulary	Fluenc y	Compre hension	Score
1.	AA	15	16	16	13	15	75
2.	AF	12	10	10	12	11	55
3.	AW	15	14	13	14	14	70
4.	AR	15	18	15	14	17	80
5.	DA	11	11	13	12	13	60
6.	FA	10	11	10	11	12	55
7.	FN	13	13	13	14	15	70
8.	FP	13	14	13	13	12	65
9.	HI	12	10	10	11	12	55
10.	IZ	15	14	15	15	16	75
11.	IABM	16	18	18	18	15	85
12.	IAN	15	15	15	14	16	75
13.	JS	13	14	14	15	14	70
14.	LZN	12	14	14	15	15	70
15.	LTH	14	15	14	14	13	75
16.	LS	11	12	11	13	13	60
17.	MH	12	12	12	12	12	60
18.	NAR	10	10	11	10	9	50
19.	NM	10	11	12	11	11	55
20.	RA	12	13	13	14	13	65
21.	RA	14	15	14	13	14	70
22.	ST	13	14	13	15	15	70
23.	SR	7	11	12	10	10	50
24.	SA	10	10	9	10	11	50
25.	SM	10	9	10	11	10	50
26.	SH	14	16	13	14	13	70
27.	WM	13	14	15	14	14	70
28.	WW	13	16	15	18	18	80
29.	YE	13	13	12	13	14	65
30.	ZA	8	9	10	12	11	50
	Total						

APPENDIX 12

Indicator Speaking in Control class in post-test

No.	Name Students	Accent	Grammer	Vocabulary	Fluency	Comprehension	Score
1.	ARE	15	14	13	13	15	70
2.	ASH	16	18	17	14	15	80
3.	AC	14	13	13	15	14	70
4.	AA	14	16	16	15	14	75
5.	AP	11	11	13	12	13	60
6.	AA	10	11	11	11	12	55
7.	DAP	14	16	18	16	16	80
8.	FAS	15	18	17	17	18	85
9.	HKS	12	14	13	16	15	70
10.	IL	15	14	15	15	16	75
11.	IK	16	18	17	18	16	85
12.	LI	17	16	18	17	12	80
13.	LA	14	14	13	15	14	70
14.	MS	16	18	19	18	19	90
15.	MAMN	13	12	14	16	15	70
16.	MR	14	15	16	16	14	75
17.	MI	10	12	11	12	10	55
18.	IH	14	15	16	15	15	75
19.	NL	16	13	14	13	14	70
20.	PM	12	15	16	13	14	70
21.	PS	13	14	13	13	12	65
22.	QAP	16	16	17	18	18	85
23.	RD	16	18	18	17	16	85
24.	RA	15	16	16	17	16	80
25.	SPS	14	14	15	14	13	70
26.	TA	12	14	12	13	14	65
27.	TY	13	14	15	14	14	70
28.	RH	16	19	18	18	19	90
29.	JU	15	15	16	14	15	75
30.	MA	11	12	13	12	12	60
	Total						

APPENDIX 13

Indicator Speaking in Experimental Class in Post-Test

No .	Name Students	Accent	Gram mer	Vocabula ry	Fluen cy	Comprehe nsion	Score
1.	AA	16	17	18	15	14	80
2.	AF	12	12	14	13	14	65
3.	AW	15	15	16	15	14	75
4.	AR	18	19	16	18	19	90
5.	DA	14	16	17	14	14	75
6.	FA	12	14	13	14	12	65
7.	FN	15	15	18	16	16	80
8.	FP	15	16	15	14	15	75
9.	HI	14	14	15	13	14	70
10.	IZ	15	15	14	15	16	75
11.	IABM	18	19	17	17	18	90
12.	IAN	17	16	18	15	14	85
13.	JS	16	16	17	15	15	80
14.	LZN	16	15	16	15	14	75
15.	LTH	17	18	19	16	15	85
16.	LS	14	15	14	13	14	70
17.	MH	13	14	16	14	13	70
18.	NAR	12	11	12	12	13	60
19.	NM	15	13	13	15	14	70
20.	RA	14	16	15	12	13	70
21.	RA	16	17	15	16	16	80
22.	ST	15	16	17	13	14	75
23.	SR	12	12	13	12	11	60
24.	SA	11	12	12	10	10	55
25.	SM	10	12	13	12	13	60
26.	SH	16	19	18	15	17	85
27.	WM	17	15	16	16	16	80
28.	WW	17	18	18	19	18	90
29.	YE	15	15	14	15	16	75
30.	ZA	11	12	10	10	12	55
	Total						

APPENDIX 14

Result of Normality Test in Pre-Test

1. The Score of VIII 2 Control Class in Pre-Test from Low score to Hight score

50	50	50	50	50
50	55	55	55	55
55	60	60	60	60
60	60	60	65	65
65	65	65	65	70
70	70	75	80	85

1. Range (R) = Hight Score – Low Score

$$= 80 - 50$$

$$= 35$$

2. Total of the Class (K) = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1,47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

3. Length of the Class (P) = $\frac{Range}{TotalofClass}$

$$= \frac{35}{6}$$

$$= 5,83$$

$$= 6$$

Interval Class	Fi	Xi	Fixi
50–55	11	52,5	577,5
56–61	7	58,5	409,5
62–67	6	64,5	387
68–73	4	70,5	282
74–79	0	76,5	0
80–85	2	82,5	165
Total	30		1.821

1. The Score of VIII 1 Experimental Class in Pre-Test from Low score to Hight score

50	50	50	50	50
55	55	55	55	60
60	60	65	65	65
70	70	70	70	70
70	70	70	75	75
75	75	80	80	85

2. Range (R) = Hight Score – Low Score

$$= 85 - 50$$

$$= 35$$

3. Total of the Class (K) = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1,47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

4. Length of the Class (P) = $\frac{Range}{TotalofClass}$

$$= \frac{35}{6}$$

$$= 5,83$$

$$= 6$$

Interval Class	Fi	Xi	Fixi
50 – 55	9	52,5	472,5
56 – 61	3	58,5	175,5
62 – 67	3	64,5	193,5
68 – 73	8	70,5	564
74 – 79	4	76,5	306
80 – 85	3	82,5	247,5
Total	30		1.959

Test of Normality				
	Class	Komogorof-Smirnov ^a		
		Statistic	df	Sig.
Result	Experimental class	0.167	30	0.033
	Control class	0.151	30	0.078
<ul style="list-style-type: none"> This is a lower bound of the true significance 				
a. Liliefors Significance Correction				

APPENDIX 15

Result of Normality Test in Post-Test

1. The Score of VIII 2 Control Class in Post-Test from Low score to Hight score

55	55	60	60	65
65	70	70	70	70
70	70	70	70	70
75	75	75	75	75
80	80	80	80	85
85	85	85	90	90

1. Range (R) = Hight Score – Low Score

$$= 90 - 55$$

$$= 35$$

2. Total of the Class (K) = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1,47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

3. Length of the Class (P) = $\frac{Range}{TotalofClass}$

$$\begin{aligned}
&= \frac{35}{6} \\
&= 5,83 \\
&= 6
\end{aligned}$$

Interval Class	Fi	Xi	Fixi
55 – 60	4	57,5	230
61 – 66	2	63,5	127
67 – 72	9	69,5	625,5
73– 78	5	75,5	377,5
79 – 84	4	81,5	326
85 – 90	6	87,5	787,5
Total	30		2.473

1. The Score of VIII 1Experimental Class in Post-Test from Low score to Hight score

55	55	60	60	60
65	65	70	70	70
70	70	75	75	75
75	75	75	75	80
80	80	80	80	85
85	85	90	90	90

2. Range (R) = Hight Score – Low Score

$$= 90 - 55$$

$$= 35$$

3. Total of the Class (K) = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 (1,47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

4. Length of the Class (P) = $\frac{Range}{TotalofClass}$

$$\begin{aligned} &= \frac{35}{6} \\ &= 5,83 \\ &= 6 \end{aligned}$$

Interval Class	Fi	Xi	Fixi
55 – 60	5	57,5	287,5
61 – 66	2	63,5	127
67 – 72	5	69,5	347,5
73– 78	7	75,5	528,5
79 – 84	5	81,5	407,5
85 – 90	6	87,5	525
Total	30		2.223

Test of Normality				
	Class	Komogorof-Smirnov ^a		
		Statistic	df	Sig.
Result	Experimental class	0.140	30	0.138
	Control class	0.161	30	0.053
<ul style="list-style-type: none"> • This is a lower bound of the true significance 				
a. Lilliefors Significance Correction				

APPENDIX 16

Result of Homogeneity Test in Pre-Test

Test of Homogeneity of Variances			
Pretest			
Levene Statistic	df1	df2	Sig.
1.324	1	58	.255

APPENDIX 17

Result of Homogeneity Test in Post-Test

Test of Homogeneity of Variances			
Posttest			
Levene Statistic	df1	df2	Sig.
.062	1	58	.804

APPENDIX 18

Hypothesis Test

	Experimental Class			Control Class		
	Mean	Std.Deviation	Std.Error Mean	Mean	Std.Deviation	Std.Error Mean
Pre-Test	63.50	8.92	1.62	61.16	9.06	1.65
Post-Test	74.00	9.94	1.81	73.50	9.39	1.71

APPENDIX 19

Result of T-test from the Both Averages

Pre-Test		Post-Test	
t_{count}	t_{table}	t_{count}	t_{table}
0.319	2.00172	4.500	2.00172

DOCUMENTATION



