

THE EFFECT OF NATURAL APPROACH TOWARDS STUDENTS' SPEAKING MASTERY X GRADE - SMA NEGERI 3 – PADANGSIDIMPUAN

Zainuddin
IAIN Padangsidimpuan
Zainuddin.iainps@gmail.com

ABSTRACT : The research focused on the effect of natural approach towards students' speaking mastery X grade - SMA Negeri 3 - Padangsidimpuan. There are students' problems in speaking mastery like: 1) students are low in speaking mastery, 2) students feel shy to speak English, especially in front of class, 3) students often mispronounce words and they usually speak English in incorrect structure and grammar. Moreover, the teacher does not use suitable approach in teaching process. The purpose of this research is to know whether there is or there is not the effect of natural approach on students' speaking mastery X grade - SMA Negeri 3 - Padangsidimpuan. The used method of the research is experimental research. Where as the population of the research is 6 classes at the X grade of SMA Negeri 3 Padangsidimpuan, then the total population is 230 students. Consequently, two classes were chosen randomly as the sample. They were X MIA-1 as experiment class that consists of 40 students and X MIA-2 as control class that consists of 40 students. The data is taken from pre-test and post-test. To analyze the data, the researcher uses t-test formula. After analyzing 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 $(79.25 > 72.48)$. Besides, the score of t_{count} was bigger than t_{table} $(3.18 > 2.00)$. It means that the hypothesis alternative (H_a) is accepted and H_0 is rejected. So, there is a significant effect of Natural Approach on speaking mastery at the X grade students of SMA Negeri 3 Padangsidimpuan.

Keywords: Natural Approach and Students' Speaking Mastery

ABSTRAK : Ini adalah penelitian tentang the effect of natural approach towards students' speaking mastery X grade - SMA Negeri 3 - Padangsidempuan. Ada beberapa masalah yang dihadapi siswa dalam Speaking Mastery seperti: 1) Penguasaan Speaking siswa rendah, 2) Siswa merasa malu berbicara bahasa Inggris terutama di kelas, 3) Siswa sering salah mengucapkan kata-kata dan siswa berbicara bahasa Inggris dengan struktur dan gramatika yang tidak benar. Terlebih, Guru menggunakan metode dan pendekatan mengajar yang tidak tepat. Adapun tujuan dari penelitian ini adalah untuk mengetahui ada atau tidak ada the effect of natural approach on students' speaking mastery X grade - SMA Negeri 3 - Padangsidempuan. Penelitian ini adalah penelitian eksperimen. Populasi penelitian ini adalah 6 kelas pada kelas X SMA Negeri 3 Padangsidempuan, kemudian, total populasi pada penelitian ini adalah 230 siswa. Dengan demikian, terdapat 2 kelas yang dipilih secara acak sebagai sample, yaitu kelas X MIA-1 sebagai eksperimen kelas dan terdiri dari 40 siswa dan kelas X MIA-2 sebagai kelas control yang terdiri dari 40 siswa. Sementara, data penelitian diperoleh dari pre-test dan post-test, dan untuk menganalisa data, peneliti menggunakan t-test formula. Setelah menganalisa data, peneliti mendapatkan bahwa mean score dari kelas eksperimen lebih tinggi daripada kelas control. Terlebih, Mean score dari kelas eksperimen dan kelas control pada pre test adalah ($59.34 < 63.7$), mean score kelas eksperimen dan kelas control pada post test adalah ($79.25 > 72.48$). Disamping itu, score dari t_{count} lebih besar dari t_{table} ($3.18 > 2.00$). hal tersebut bermakna bahwa hypothesis alternative (H_a) dapat diterima dan H_0 ditolak. Oleh karenanya, terdapat efek yang signifikan terhadap Natural Approach pada penguasaan Speaking siswa kelas X SMA Negeri 3 Padangsidempuan.

Keywords: Pendekatan Natural dan Penguasaan Speaking Siswa

I. INTRODUCTION

In Indonesia curriculum, there are four skills required in English teaching learning program. They are listening, speaking, reading, and writing. The first, listening is the act of concentrating on hearing something. The second, speaking is the action of conveying information or expression one's thoughts 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 message. The fourth, writing is the process of using symbols to communicate thought and ideas in a readable form.

Speaking is one of the central elements of communication. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions and feeling they want other people to understand. Also can be defined as an activity in

giving and asking information as if dialog by two or more people. It's one of the important skill in language learning besides listening, writing and reading.

The condition of speaking mastery in SMA Negeri 3 Padangsidimpuan especially the X grade still low. It's from interview the researcher with the English teacher, the teacher said that many students of SMA Negeri 3 Padangsidimpuan 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 (Syaripuddin Siregar, English Teacher in SMA Negeri 3 Padangsidimpuan 2017, Personal interview).

The natural approach is a [way of language teaching](#). Traditional approaches or natural approach are defined as "based on the use of language in communicative situations without recourse to the native language" and perhaps, less to say, reference to grammatical drilling, or a particular theory of grammar.

II. METHODOLOGY OF RESEARCH

This research used quantitative design in experimental research. Experimental research is to attempt to account for the influence of a factor or, as in the case of complex design, of multiple factors conditioning a given situation. L. R Gay said, "Experimental research is the only type of research that test hypothesis to establish cause and effect" (Paul D. L, Practical Research Planning and Design, 1990, hal. 211).

In this research, the researcher used two classes, as an experiment class and a control class. The experiment 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 researcher design of this research can be seen from the table:

Moreover, the researcher takes 6 classes of students SMA Negeri 3 Padangsidempuan at the X grade as population. According to Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study and it will be generalizeable.

Besides, the researcher used random sampling. Random sampling is the process of selecting a sample in such a way that all in individuals in defined population have an equal and independent chance of being selected for sample (L.R. Gay & Peter Airisian, Educational Research: Competent for Analysis and Application, hal. 123)

Finally, the researcher used test as instrumentation. The instrument that had been used in this research is speaking test. Test is some of question or view or other tool used for measure skill, knowledge, intelligence and ability. There are some testing speaking, like: verbal essay, oral presentation, interview, interaction task, conversation, discussion and so on.

III. RESULT

In order to evaluate the effect of Natural Approach on Students' Speaking Mastery at the grade X of SMA Negeri 3 Padangsidempuan, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of Analysis variant, continued by T-test, the researcher describe the data as follow:

1. Data Description of Pre-test

a. Pre-test Score of Experimental Class

In pre-test of experimental class, the researcher calculated the result that got by the students in answering the test. The scores pre-test experimental class could be seen in the following table:

Table 8: The Score of Pre-Test in Experiment Class

Lowest score	30
Highest score	80
Mean	59.34
Median	56.70
Modus	58.54
Range	50
Interval	8
Standard deviation	14.24
Variant	226.27
Total	2195

Based on the table above, the total of score in experimental class in pre-test was 2195, mean was 59.34, median was 56.70, modus was 58.54, range was 50, interval was 8, standard deviation was 14.24, variant was 226.27. The researcher got the highest was 80 and lowest score was 30. Next, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 9: Frequency Distribution of Students' Score

No	Interval	Frequency	Mid Point	Percentages
1	30-37	6	33.5	15%
2	38-45	5	41.5	12.5%
3	46-53	5	49.5	12.5%
4	54-61	10	57.5	25%
5	62-69	7	65.5	17.5%
6	70-77	4	73.5	10%
7	78-85	3	81.5	7.5%

	$i = 8$	40	-	100%
--	---------	----	---	------

From the table above, it can be concluded that the most students are in interval 54 – 61 (10 students = 25%). The least of students is 78 – 85 (3 students = 7.5%). Clear description of the data is presented in histogram on the following figure:

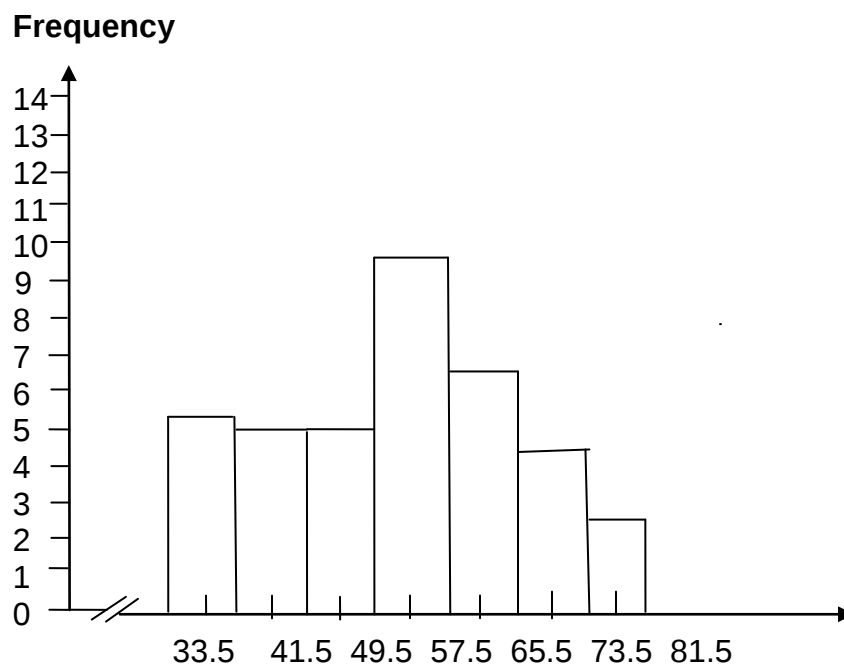


Figure 1: Description of Experiment Class (Pre-Test)

Based on the histogram above, the frequency of students' score from 30 up to 37 was 6; 38 up to 45 was 5; 46 up to 53 was 5; 54 up to 61 was 10; 62 up to 69 was 7; 70 up to 77 was 4; 78 up to 85 was 3.

b. Pre-test Score of Control Class

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

Table 10: The Score of Pre-Test in Control Class

Highest score	85
Lowest score	30
Mean	63.7
Median	59.74
Modus	62.53
Range	55
Interval	9
Standard deviation	14.85
Variant	258.97
Total	2300

Based on the table above, the total of score in control class in pre-test was 2195, mean was 59.34, median was 56.70, modus was 58.54, range was 50, interval was 8, standart deviation was 14.24, variant was 226.27. The researcher got the highest was 80 and lowest score was 30. Next, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 11: Frequency Distribution of Students' Score

No	Interval	Frequency	Mid Point	Percentages
1	30 – 38	5	34	12.5%
2	39 – 47	6	43	15%
3	48 – 56	5	52	12.5%
4	57 – 65	11	61	27.5%
5	66 – 74	8	70	20%
6	75 – 83	3	79	7.5%
7	84 – 92	2	88	5%
	$i = 9$	40	-	100%

From the table above, it can be concluded that the most students are in interval 57 – 65 (11 students = 27.5%). The least of students is 84 – 92 (2 students = 5%).

Data Description of Post-test

a. Post-Test Score of Experiment Class

The calculation of the result that had been gotten by the students in answering the test after the researcher did the treatment by using natural approach can be seen in the following table:

Table 12: The Score of Post-Test in Experiment Class

Highest score	90
Lowest score	60
Mean	79
Median	75
Modus	75.95
Range	30
Interval	5
Standard deviation	8.30
Variant	70.26
Total	2920

Based on the table above, the total of score in experimental class in post-test was 2920, mean was 79, median was 75, modus was 75.95, range was 30, interval was 5, standard deviation was 8.30, variant was 70.36. The researcher got the highest was 90 and lowest score was 60. Next, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as follow:

Table 13: Frequency Distribution of Students' Score

No	Interval	Frequency	Mid Point	Percentages
1	60 – 64	5	62	12.5%
2	65 – 69	6	67	15 %
3	70 – 74	8	72	20 %
4	75 – 79	10	77	25 %
5	80 – 84	5	82	12.5%
6	85 – 89	4	87	10%
7	90 – 94	2	92	5%
	$i = 5$	40	-	100%

From the table above, it can be concluded that the most students are in interval 75 – 79 (10 students = 25%). The least of students is 90 – 94 (2 students = 5%). Clear description of the data is presented in histogram on the following figure:

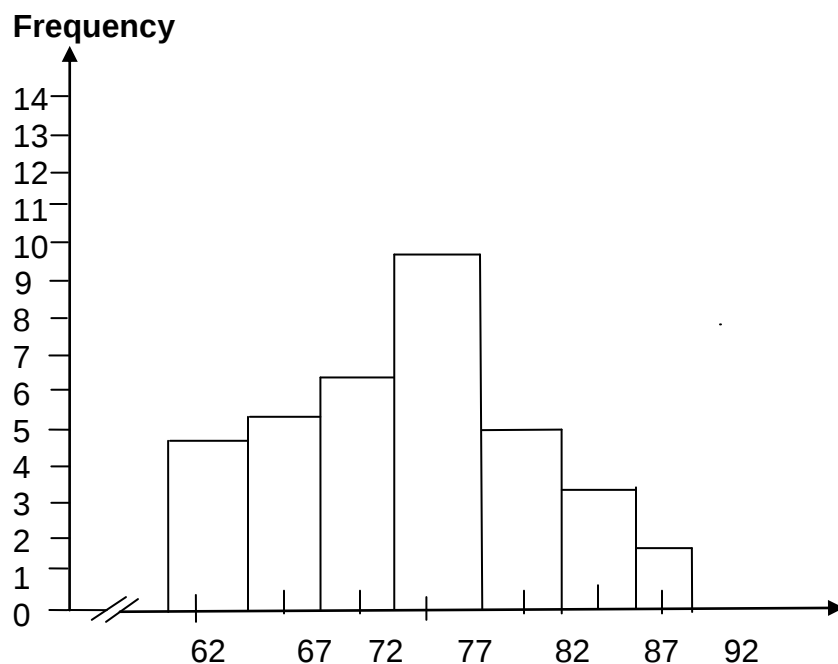


Figure 3: Description of Experiment Class (Post-Test)

Based on the histogram above, the frequency of students' score from 60 up to 64 was 5; 65 up to 69 was 6; 70 up to 74 was 8; 75 up to 79 was 10; 80 up to 84 was 3; 85 up to 89 was 2 students.

b. Post-Test Score of Control Class

The calculation of the result that had been gotten by the students in answering the test after the researcher taught the speaking by using conventional method can be seen in the following table:

Table 14: The Score of Post-Test in Control Class

Highest score	85
Lowest score	50
Mean	72.48

Median	69.30
Modus	71.10
Range	35
Interval	6
Standard deviation	9.06
Variant	69.49
Total	2740

Based on the table above, the total of score in control class in post-test was 2740, mean was 72.48, median was 69.30, modus was 71.10, range was 35, interval was 6, standard deviation was 9.06, variant was 69.49. The researcher got the highest was 85 and lowest score was 50. Next, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 15: Frequency Distribution of Students' Score

No	Interval	Frequency	Mid Point	Percentages
1	50 - 55	4	52,5	10%
2	56 - 61	6	58,5	15%
3	62 - 67	7	64.5	17.5%
4	68 - 73	10	70.5	25%
5	74 - 79	8	76.5	20%
6	80 - 85	5	82.5	12.5%
	$i = 6$	40	-	100%

From the table above, it can be concluded that the most students are in interval 68 – 73 (10 students = 25%). The least of students is 80 – 85 (5 students = 12.5%).

Comparison between Data Description

a. The Comparison between Data Description Pre-test and Post-test of Experimental Class

Based on the description data in pre test and post test in experimental class, there was comparison score pre-test experiment class before and after

gave a treatment by using natural approach. It can be seen in the following table:

Table 16: The Comparison Score of Students' Speaking

Students' Speaking Mastery in Pre-test				
No	Interval	Mid Point	Frequency	Percentages
1	30 - 37	33.5	6	15%
2	38 - 45	41.5	5	12.5%
3	46 - 53	49.5	5	12.5%
4	54 - 61	57.5	10	25%
5	62 - 69	65.5	7	17.5%
6	70 - 77	73.5	4	10%
7	78 - 85	81.5	3	7.5%
Students' Speaking Mastery in Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	60 - 64	62	5	12.5%
2	65 - 69	67	6	15 %
3	70 - 74	72	8	20 %
4	75 - 79	77	10	25 %
5	80 - 84	82	5	12.5%
6	85 - 89	87	4	10%
7	90 - 94	92	2	5%

-test and Post-test (Experiment class)

From the table above, it can be concluded that the highest interval score in pre-test of experiment class was 54-61 (10 students = 25%) and the lowest interval score was 78-85 (3 students = 2.56%), meanwhile the highest interval score in post-test was 75-79 (10 students = 25%) and the lowest score was 90 - 94 (2 students = 5%).

Based on the above histogram, researcher compared between description data pre-test and post-test of experimental class on the following figure:

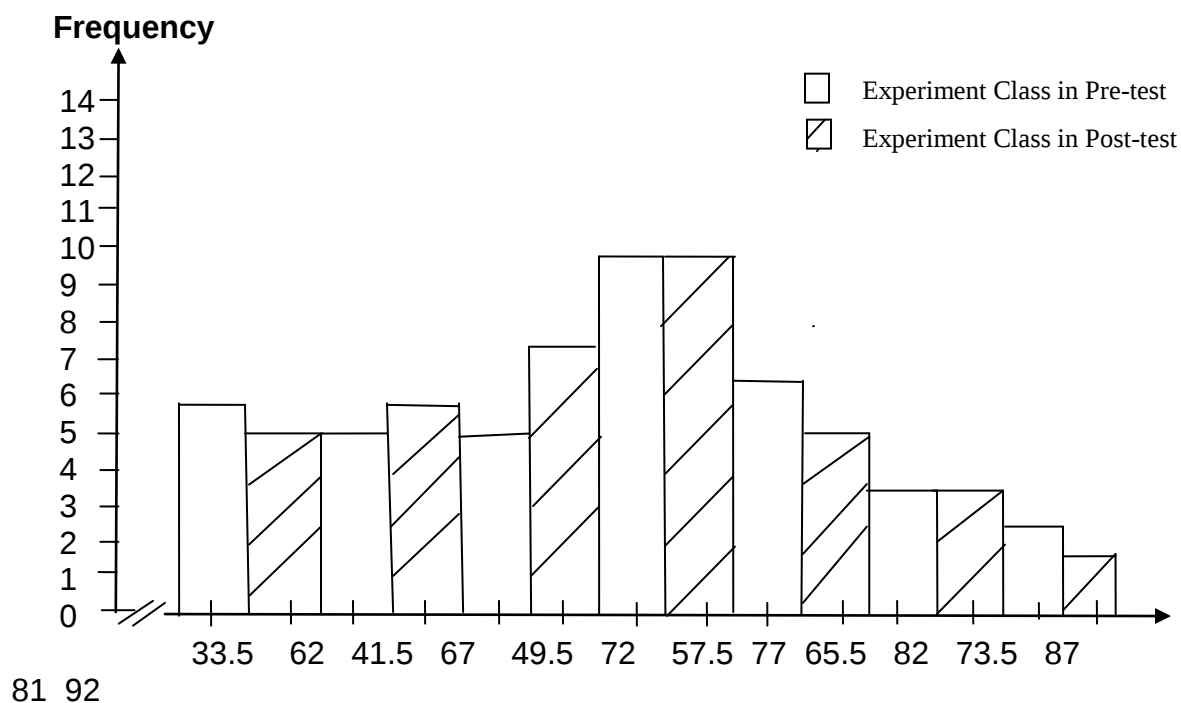


Figure 5: Comparison of Students' Speaking Mastery Score in Experimental Class (Pre-test and Post-Test)

Based on the histogram above, the frequency of students' score in pre-test of experimental class the frequency of students' score from 30 up to 37 was 6; 38 up to 45 was 5; 46 up to 53 was 5; 54 up to 61 was 10; 62 up to 69 was 7; 70 up to 77 was 4; 78 up to 85 was 3. Meanwhile, the frequency of students' score in post test from 60 up to 64 was 5; 65 up to 69 was 6; 70 up to 74 was 8; 75 up to 79 was 10; 80 up to 84 was 8; 85 up to 89 was 3; 90 up to 94 was 2 students.

b. The Comparison between Data Description Pre-test And Post-test of Control Class

Based on the description data in pre-test and post-test of control class, there is the comparison score between pre-test and post-test before and after giving treatment by using conventional method. It can be seen in the following table:

Table 17: The Comparison Score of Students' Speaking

Students' Speaking Mastery in Pre-test				
No	Interval	Mid Point	Frequency	Percentages
1	30 - 38	34	5	12.5%
2	39 - 47	43	6	15%
3	48 - 56	52	5	12.5%
4	57 - 65	61	11	27.5%
5	66 - 74	70	8	20%
6	75 - 83	79	3	7.5%
7	84 - 92	88	2	5%
Students' Speaking Mastery in Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	50 - 55	52,5	4	10%
2	56 - 61	58,5	6	15%
3	62 - 67	64.5	7	17.5%
4	68 - 73	70.5	10	25%
5	74 - 79	76.5	8	20%
6	80 - 85	82.5	5	12.5%

Mastery in Pre-test and Post-test (Control Class)

From the table above, it can be concluded that the highest interval score in pre-test control class was 57 - 65 (11 students = 27.5%) and the lowest frequency was 84-92 (2 students = 5%), meanwhile the highest interval score in post-test was 68-73 (10 students = 25%) and the lowest score was 50-55 (4 students = 10%).

c. The Comparison between Data Description Pre-test Experiment and Control Class

Based on students answer in post test in experimental and control class, the researcher has calculated the students' score and most of the students both of classes increased in speaking. The experimental class consist 40 students, the lowest score 30 and the highest score was 85. Then, control class consist 40 students, the lowest score 80 and highest score 85. In post test researcher applied the direct method and control class was given conventional method. It can be seen in the following table below:

Students' Speaking Mastery of Control Class in Pre-test				
No	Interval	Mid Point	Frequency	Percentages
1	30 - 38	34	5	12.5%
2	39 - 47	43	6	15%
3	48 - 56	52	5	12.5%
4	57 - 65	61	11	27.5%
5	66 - 74	70	8	20%
6	75 - 83	79	3	7.5%
7	84 - 92	88	2	5%
Students' Speaking Mastery of Experiment Class in Pre-test				
No	Interval	Mid Point	Frequency	Percentages
1	30 - 37	33.5	6	15%
2	38 - 45	41.5	5	12.5%
3	46 - 53	49.5	5	12.5%
4	54 - 61	57.5	10	25%
5	62 - 69	65.5	7	17.5%
6	70 - 77	73.5	4	10%
7	78 - 85	81.5	3	7.5%

From the table above, it can be concluded that the highest interval score in pre-test control class was 57 - 65 (11 students = 27.5%) and the

lowest frequency was 84-92 (2 students = 5%), meanwhile the highest interval score of experiment class in pre-test was 54-61 (10 students = 25%) and the lowest score was 78-85 (3 students = 7.5%).

Based on the above histogram, researcher compared between description data pre-test and post-test of ontrl class on the following figure:

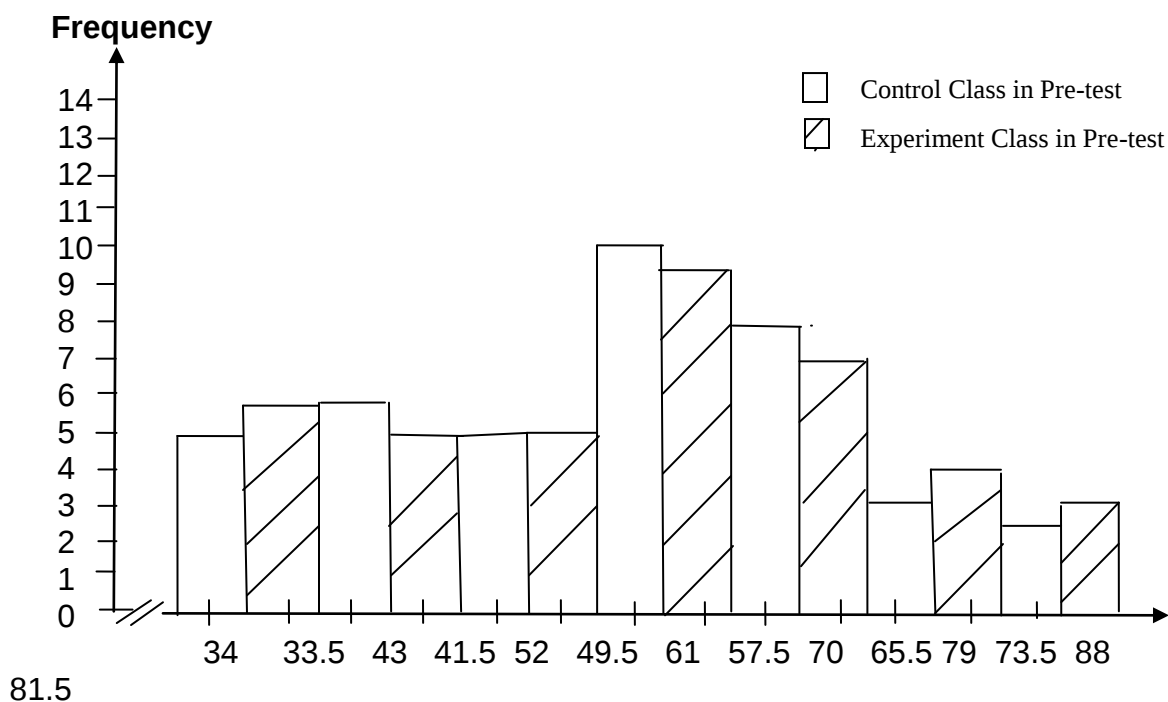


Figure 7: Comparison of Students' Speaking Mastery Score in Pre-test (Experimental and Control Class)

Based on the histogram above, the frequency of students' score in pre-test of experimental class the frequency of students' score from 30 up to 38 was 5; 39 up to 47 was 6; 48 up to 56 was 5; 57 up to 65 was 11; 66 up to 74 was 8; 75 up to 83 was 3; 84 up to 92 was 2 students. Meanwhile, the frequency of students' score of control class in pre-test from 30 up to 37 was 6; 38 up to 45 was 5; 46 up to 53 was 5; 54 up to 61 was 10; 62 up to 69 was 7; 70 up to 77 was 4; 78 up to 85 was 3 students.

d. The Comparison between Data Description Post-test Experimental Class and Control Class

The researcher got the comparison data between post-test score in experimental and control class after give the treatment. The comparison data can be seen on the following table:

Students' Speaking Mastery in Experiment Class for Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	60 - 64	62	5	12.5%
2	65 - 69	67	6	15 %
3	70 - 74	72	8	20 %
4	75 - 79	77	10	25 %
5	80 - 84	82	5	12.5%
6	85 - 89	87	4	10%
7	90 - 94	92	2	5%
Students' Speaking Mastery in Control Class for Post-test				
No	Interval	Mid Point	Frequency	Percentages
1	50 - 55	52,5	4	10%
2	56 - 61	58,5	6	15%
3	62 - 67	64.5	7	17.5%
4	68 - 73	70.5	10	25%
5	74 - 79	76.5	8	20%
6	80 - 85	82.5	5	12.5%

From the table above, it can be concluded that the highest interval score in post-test control class was 68 - 73 (10 students = 25%) and the lowest frequency was 50 - 55 (4 students = 10%), meanwhile the highest interval score in post-test in experiment class was 75 - 79 (10 students = 25%) and the lowest score was 90 - 94 (2 students = 5%).

Based on the above histogram, researcher compared between description data pre-test and post-test of ontrrol class on the following figure:

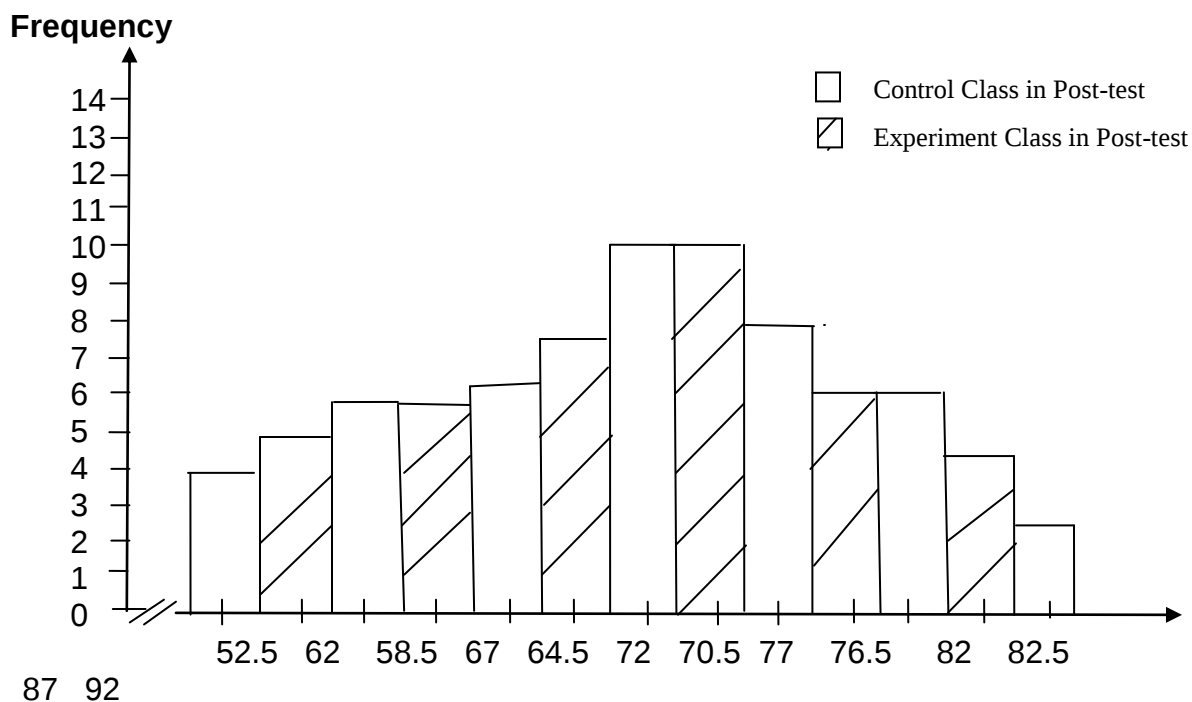


Figure 8: Comparison of Students' Speaking Mastery Score in Post-test (Experiment and Control Class)

Based on the histogram above, the frequency of students' score in post-test of experimental class the frequency of students' score from 60 up to 64 was 5; 65 up to 69 was 6; 70 up to 74 was 8; 75 up to 79 was 10; 80 up to 84 was 5; 85 up to 89 was 4; 90 up to 94 was 2. Meanwhile, the frequency of students' score in post test of control class from 50 up to 55 was 4; 56 up to 61 was 6; 62 up to 67 was 7; 68 up to 73 was 10; 74 up to 79 was 8; 80 up to 85 was 5 students.

From the description of comparison data above, it can be concluded that the students' scores of experimental class by using natural approach

was higher than the students' score of control class by using conventional method.

A. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-test

1) Normality of Experimental Class and Control Class

Table 20: Normality in Pre-test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class (X MIA 1)	-0.35	11.070
Control Class (X MIA 2)	0.86	11.070

Based on the table above, the score of experiment class $Lo = -0.35 < Lt = 11.070$ with $n = 40$. Thus, the score of control class $Lo = 0.86 < Lt = 11.070$ with $n = 40$ with real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It meant that experiment and control were distributed normal.

2) Homogeneity for Experimental and Control Class in Pre-test

Table 21: Homogeneity in Pre-test

Class	Homogeneity Test	
	f_{count}	f_{table}
Experiment class and Control class	$1.14 < 4.10$	

Based on the above data, the coefficient of F_{count} experimental class (1.14) and control class (4.10) was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1$ and

denominator $dk\ 40-1 = 39$ (X MIA1); $40-1 = 39$ (X MIA2). So, by using the list of critical value at F distribution, it was got $F_{0.05} = 4.10$. It showed that $F_{count} 1.14 < F_{table} 4.10$. So, it meant that the variant from the data of the Students' Speaking Mastery at X grade of SMA Negeri 3 Padangsidempuan by experimental class and control class were homogenous.

b. Normality and Homogeneity Post-test

1) Normality of Experimental and Control Class for Post-test

Table 22: Normality in Post-test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class	4.23	11.070
Control Class	4.84	11.070

Based on the table above, the score of experimental class $Lo = 4.23 < Lt = 11.070$ with $n = 40$ and control class $Lo = 4.84 < Lt = 11.070$ with $n = 40$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It meant that experiment class and control class were distributed normal.

2) Homogeneity of Experimental and Control Class for Post-test

Table 23: Homogeneity in Pre-test

Class	Homogeneity Test	
	f_{count}	f_{table}
Experimental class and Control class	$1.01 < 4.10$	

The coefficient of $F_{\text{count}} = 1.01$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 40-1 = 39$ and denominator $dk N-1 = 40-1 = 39$. So, by using the list of critical value at F distribution, it is got $F_{0.05} = 4.10$. It showed that $F_{\text{count}} 1.01 < F_{\text{table}} 4.10$. So, it meant that the variant from the data of the Students' Speaking Mastery at X grade of SMA Negeri 3 Padangsidempuan by experimental and control class was homogenous.

2. Hypothesis

After counting the data of post test, researcher had found that post-test result of experiment and control class was normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the significant effect of Natural Approach on Speaking Mastery at X grade Students of SMA Negeri 3 Padangsidempuan".

Table 24: Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-1.98	2.000	3.18	2.000

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ "There was the significant effect of Natural Approach on Students' Speaking Mastery at X grade in SMA Negeri 3 Padangsidempuan".

Based on researcher count, the researcher found that t_{count} in post test was 3.18 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 40 + 40 - 2 = 78$. Cause $t_{\text{count}} > t_{\text{table}}$ ($3.18 > 2.000$), it meant that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of Natural Approach on Students' Speaking Mastery at X grade in SMA Negeri 3 Padangsidempuan. In this case, the mean score of experimental class by using Natural Approach was 79.25 and mean score of control class was 72.48 by using conventional technique.

IV. DISCUSSION

The researcher discussed the result of this research and compared with the related findings. It also discussed with the theory that has been stated by the researcher. Related to the theory from Kreshen and Terrel identified the natural approach with what they call "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" and perhaps, need less to say, reference to grammatical drilling, or a particular theory of grammar.

Based on the related findings, Eka L. Koncara said that communicative approach suitable to teach speaking mastery. Communicative approach can increase students' speaking mastery because teaching learning process in the classroom easier and live. So, it was make the class more active study and the students to understand material easily.

Next, Terri Halimah said that used technique in teaching speaking can be more effective way to increase students speaking mastery. It can be seen that the students' speaking mastery was well. So, the score of students' speaking mastery after using technique than before using

technique activity. It meant that the drama technique activity was suitable to teach students' speaking mastery.

Then, Ade Ira Safitri said that chain drill technique suitable to teach speaking mastery. Students became easier in speaking without afraid making mistake. So, the implication clustering technique was suitable to teach students' speaking mastery and give a positive effect on students' speaking mastery.

The researcher result and theory has proven that this approach is good where the students were enthusiastic to follow the lesson. The students feel easy to speaking.

This proves that natural approach was suitable to be applied in teaching English. So, natural approach has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

Threats of the Research

The research was limited in some situations. It was the problem in the class that appeared during doing the research, but the researcher couldn't hold or improve those things. The limitation of the research was as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
2. Some of students were not too serious in answering the pre-test and post-test. It may caused by the test, because they knew before that the test would not influence their score in school. It made them answer the test without thinking hard and the answer of the test was not pure because they did not do it seriously

CONCLUSION

Conclusion

Based on the result of the research, the conclusion of this research is there was the effect of natural approach on speaking mastery at the X grade students of SMA Negeri 3 Padangsidempuan. The researcher found the data before using natural approach the mean score of experimental class was 59.34. Then, after using natural approach the mean score of experimental class was 79.25. Then, The researcher found the result of t-test where t_0 was higher than t_t . t_0 was 3.18 and t_t was 2.000 ($3.18 > 2.000$). It means that where H_a was accepted and H_0 was rejected.

REFERENCES

- Ahmadi Abu, *Strategi Belajar Mengajar*, Bandung: Pustaka Setia, 2005.
- Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006.
- Creswell, John W., *Research Design: Qualitative, Quantitative and Mixed Method Approaches 2nd Edition*, California; Sage Publication, 2003.
- Deriden Jhon, *Conventional Technique*, <http://www.britania.com/ebchecked/topic/421797/nucler-strategy>, accessed at October 24th, 2017 retrieved on 10.00 p.m
- Djamarah Syaiful Bahri, *Strategy Belajar-Mengajar*, Jakarta: Asdi Mahasatya, 2006.
- D. L, Paul, *Practical Research Planning and Design*, (Newyork: Mc Milan Publishing Company, 1990
- Ekayanti, Natural Approach, <http://www.google.co.id/amp/s/.wordpress.com> accessed at December 7, 2017 retrieved on 11.00 am.
- Gay, L.R & Peter Airasian, *Educational Research: Competent for Analysis and Application*, New Jersey: Prentice Hall, 2000.
- Gattegno, Caleb. *Teaching Foreign Language in Schools*, New York: Educational Solution, 1972.
- Hudson, "The meaning of Conventional Teaching", <http://www.conventional-strategy/topic/54372-strategy>, retrieved on October, 02nd 2017.
- Harmer, Jeremy, *The Practical of English Language Teaching*, New York: Longman, 2000.

- Hornby A.S, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press,1995.
- Hidayat Riski, Wiki Answers Community, <http://www.answer.com>. accessed at July 30, 2018 retrived on 14: 52 am
- Irianto Agus, *Statistik Konsep Dasar dan Aplikasinya*, Padang: P2LPTK Departemen Pendidikan Nasional, 2003.
- Istarani, *Kumpulan 40 Metode pembelajaran*, Medan: Media Persada, 2012
- Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, Jakarta: Bumi Aksara, 2003.
- Nunan, David. *Practical English Language Teaching*, New York: Mc.Grow Hill, 2003.
- Nelson, Thomas. *The Award Compact English Dictionary*, London: Award Publication, 1985.
- Pham Thihanh, *Learners' and Teachers' Preference fot Classroom Activities*, Essex University: Essex University Press, 2005.
- Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 Tentang Standar Isi.
- Purwati Latif Dwi, *Metode Strategi Pembelajaran*, http://perencanaanpembelajaran.weebly.com/uploads/1/6/6/4/16643218/tugas_mandiri_pp.pdf, accessed at October 24, 2017 retrieved on 10.12 p.m.
- Richard Jack C. And Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge University Press, 1986.
- Richard, Jack C. and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Third Edition*, Harlow: Pearson Education, 2002.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2013.
- Ur,Penny. *A Course in Language Teaching*, United Kingdom: University Press, 2000.
- Vanderkevent, *Teaching Speaking and Component of Speaking*, New York: Cambridge University Press, 1990
- Widiati Utami, dkk. *Bahasa Inggris*, Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.