

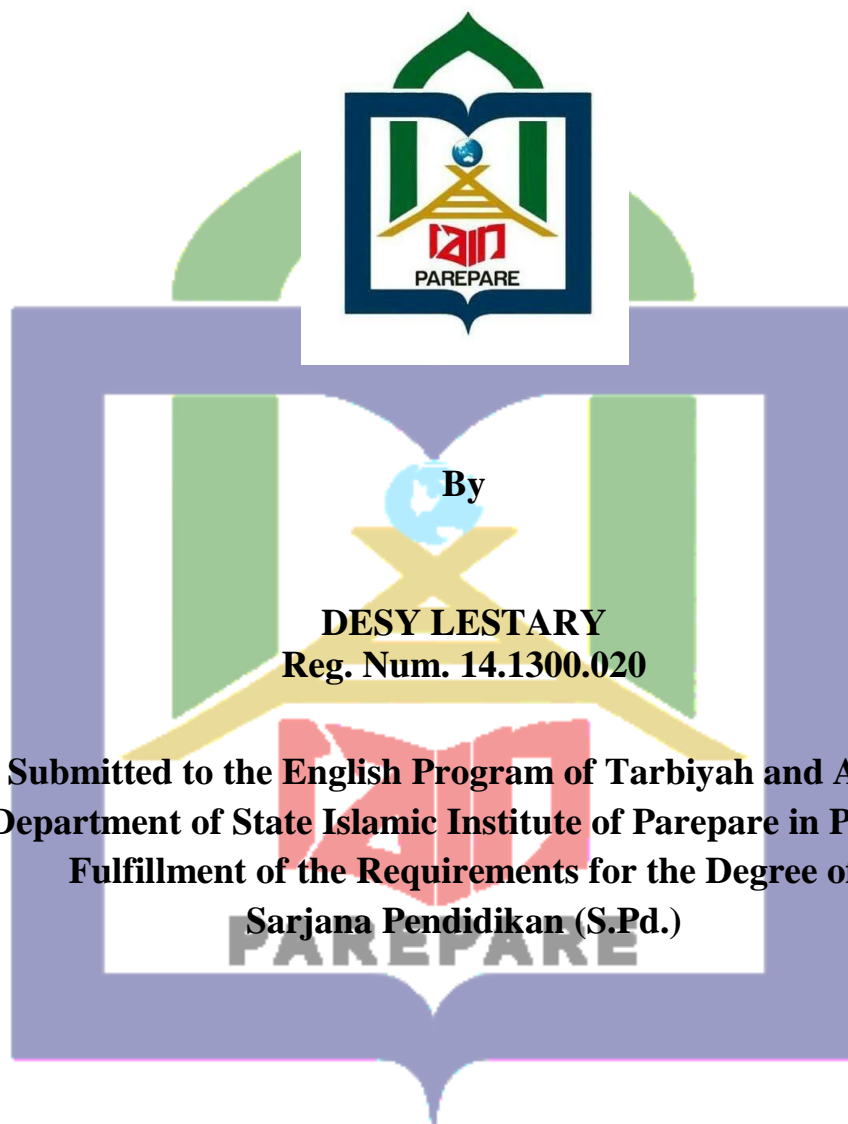
**THE EFFECTIVENESS OF USING NATURAL APPROACH TO
IMPROVE STUDENTS' INTERACTION ABILITY
(A Classroom Action Research at Second Grade of SMAN 4
Pinrang)**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Program

Submitted by

**DESY LESTARY
Reg. Num. 14.1300.020**

to

PAREPARE

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Beneficent, the Merciful

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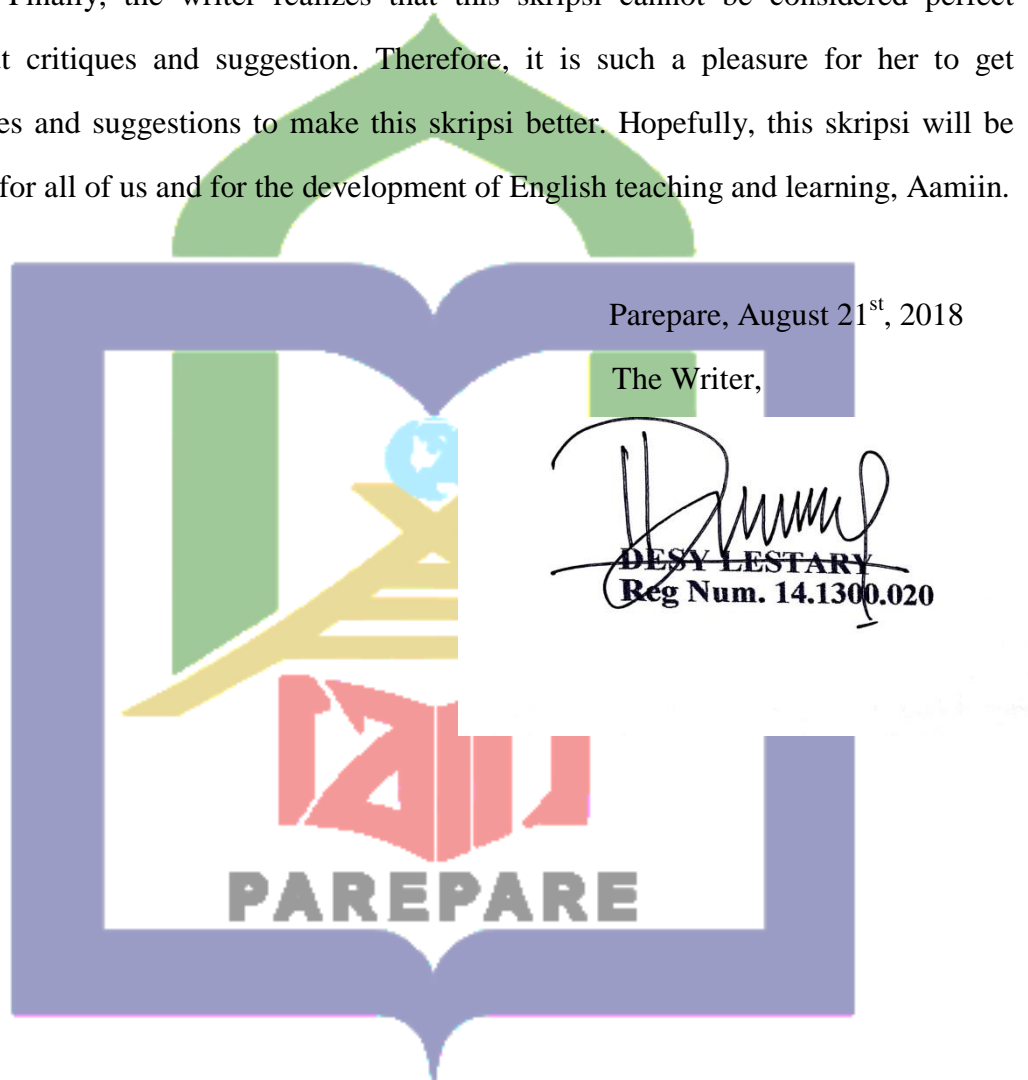
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated that this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, August 21st, 2018

The Writer,


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ABSTRACT

Desy Lestary, 2018, *“The Effectiveness of Using Natural Approach to Improve Students’ Interaction Ability (A Classroom Action Research at Second Grade of SMAN 4 Pinrang)”* (Supervised by Anwar Sani and Abdul Haris Sunubi).

Natural Approach is an approach in language teaching which is designed to develop basic communication skills. This approach expected learners participate in communication and selected to stimulate students to be more interactive and communicative in the classroom, so that their interaction ability can improve. This interaction refers to students’ active responses and participation toward teaching and learning process.

This research aimed to know the effectiveness of using Natural Approach to improve students’ interaction ability. The researcher employed collaborative classroom action research design. The writer and collaborator work together to conduct the research such as compiling plans, implementing actions, observing the actions and reflecting at the end of the cycle. The subject of this research was the 25 students of XI IPA 1 at SMAN 4 Pinrang in academic year 2018-2019. This research was carried out in two cycles which conducted in three meetings for each cycle by taking classroom action research phases i.e. planning, action, observation and reflection. This research was descriptive qualitative research which used observation checklist, interview and questionnaire as instruments of collecting data.

The result after analyzing data qualitatively showed that (1) by using Natural Approach, students could participate in performing instructions and conveying responses during teaching and learning process. (2) They were active in giving feedback, answering questions, moreover, doing interaction within classroom activity. (3) Every class activity of each Comprehension (Pre-production), Early Production, and Speech Emergence stages in the two cycles encouraged them to involve actively in teaching and learning process. Those descriptions define the effectiveness of using Natural Approach to improve students’ interaction ability at second grade of SMAN 4 Pinrang.

Keywords: Natural Approach, interaction ability, classroom action research.

LIST OF CONTENTS

COVER	i
SUBMISSION PAGE	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.....	iv
ENDORSEMENT OF EXAMINER COMMISSIONS.....	vi
ACKNOWLEDGMENT.....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI.....	x
ABSTRACT.....	xi
LIST OF CONTENTS	xii
LIST OF TABLES.....	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION	
1.1 Background.....	1
1.2 Problem Identification.....	4
1.3 Problem Statement.....	6
1.4 Objective of the Research.....	6
1.5 Significance of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas.....	8
2.2 Previous Related Research Findings.....	26
2.3 Conceptual Framework.....	29
2.4 Hypothesis.....	31

2.5	Definition of Concepts	32
CHAPTER III RESEARCH METHOD		
3.1	Subject of the Research.....	33
3.2	Location and Duration of the Research.....	33
3.3	Research Focus	33
3.4	Design and Procedure of the Research.....	34
3.5	Technique of Collecting Data.....	40
3.6	Instrument of the Research.....	42
3.7	Technique of Analysis Data.....	44
CHAPTER IV FINDINGS AND DISCUSSION		
4.1	Findings.....	44
4.2	Discussion	69
CHAPTER V CONCLUSION AND SUGGESTION		
5.1	Conclusion	74
5.2	Suggestion.....	75
BIBLIOGRAPHY		76
APPENDICES		78

LIST OF TABLES

Number	The Title of Tables	Pages
4.1	The Result of Observation Cheklist Part A in Cycle 1	50
4.2	The Result of Observation Cheklist Part B in Cycle 1	51
4.3	The Result of Observation Cheklist Part A in Cycle 2	61
4.4	The Result of Observation Cheklist Part B in Cycle 2	62
4.5	The Result of Questionnaire	66

LIST OF APPENDICES

Number	The Title of Appendices
Appendix 1	Lesson Plan
Appendix 2	Observation Checklist
Appendix 3	Interview Guide
Appendix 4	Questionnaire
Appendix 5	Documentation

CHAPTER I

INTRODUCTION

This chapter consists of Background, Problem Identification, Problem Statement, Objective of the Research, and Significance of the Research.

1.1 Background

Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols.¹ People as social beings are in need language to create interaction from one to another in their daily lives. In other words, interaction among people can be carried out by using language as a device of communication. They formulate their utterances with the goal of having their intentions recognized by the interlocutors.²

Humans interact to other people in order to express their ideas, feeling, thoughts, as well as their wishes to the others. Interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversations.

Nowadays English is an important language. It is the key to international currencies of technology, science, as well as commerce. Moreover, this era is known as a mega-competition, in which competitors have to possess the pre-requirement of being able to use English as communication means. It is the striving for understanding all aspects of global existence through information exchange. We cannot keep the science development and global technology development in balance,

¹Edward Sapir, *Language: An Introduction to the Study of Speech* (New York: Harcourt, Brace & World, Inc., 1949), p. 8.

²A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing, 2014), p. 1.

without the mastery of English³. As an international language, English has gained its popularity all over the world including Indonesia. Therefore, learning English become an important thing to master. They need to look charming when produce English well so that they can use it to interact with other people or foreigners confidently. They will get this ability by learning English in formal, informal, or non-formal education. Yet, in Indonesia, formal education in school is still become a main equipment to learn English.

In learning English, students are obligated to use English in building interaction to other people in order to actualize a function of language as a device communication. It becomes a problem when students are given theories about English and even as they want to interact with another people, yet they cannot produce any word in English to do it. Moreover, students cannot produce English even in teaching and learning process. When teachers ask their students to speak up or asking question about English material that have been taught, some of them just keep quiet. It can be caused of students and teachers side such as lack of students' knowledge about English, confidence, abashment to produce the language, or teaching monotonously by English teachers which cannot stimulate them. It is one of the obstacles for eager desire to create an effective and efficient learning process. A solution for solving the problems is doing practice, where students must be accustomed to interact with their friends, teachers and other people.

However, teachers are necessary to stimulate their students in the classroom so that they will be improving their ability to start any interaction by using English.

³Amin Amal, "The Use of Natural Approach in Teaching Vocabulary of The Seventh Grade Students", <http://www.aminlimpo.com/2015/12/the-use-of-natural-approach-in-teaching.html>. (24th of December 2017).

Therefore, English teachers are obligated to be a professional in using some suitable approaches, strategies and methods in order to achieve this ability. From this case, researcher uses Natural Approach to improve students' ability to build interaction in teaching and learning process. Krashen and Terrell noted that Natural Approach is primarily "designed to develop basic communication skills – both oral and written".⁴

Natural Approach will help students to learn how to produce English communicatively when they interact with other people (especially in classroom). Furthermore, this approach stimulates students and teacher to interact one another actively. When teacher give them some instructions or activities to create any interaction with their friends or teacher and as well students will be encouraged to involve their mind and gesture actively to do it. It will aim them to familiarize with classroom interaction to avoid a passive learning process.

At SMAN 4 Pinrang, the researcher found that teaching and learning process is still monotonous. We can say that English teacher use a conventional way to teach English so that some students cannot be involved actively in learning process. This conventional way refers to a teaching method which involving teacher and students interacting face-to-face manner in the classroom. The teacher is explaining and writing on the board, students will be copying the same thing onto their notes, some of students are dreaming away and some are sleeping. It would be difficult to stop students from copying the notes from the board and at the same time ensured that every student was paying attention in the class while their teacher was too busy explaining the material. Then, some exercises in the textbooks will be given till the class end. This manner is also limiting the room for more creative thinking which

⁴Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1995), p. 135.

does not give any progress in students' language acquisition and also seldom considering individual differences in comprehending material.

It is necessary to realize these limitations in conventional teaching which the teachers initiate discussion in the classroom, and exclusively focuses on knowing content in the textbook and notes. Students receive the material passively by taking notes and reiterate the material after the explanation from their teacher. Then, they will memorize it in the exams. Hence, they have no much chance to communicate the language that they learned. The objective of English learning in speaking aspect, however, students are provided to communicate the language both written and oral. Communicating a language to interact one another with fellow or teacher is one way to encourage the students' language acquisition in teaching and learning process.

Interaction between student to student, student to teacher are necessary to create a communicative and interactive teaching and learning process, then, improve students' interaction ability to convey their minds or feelings intensively to other people. So as the researcher believes that Natural Approach is able to overcome the problems.

Considering the phenomenon above, the researcher decides to carry out the research entitle "The Effectiveness of Using Natural Approach to Improve Students' Interaction Ability at the Second Grade of SMAN 4 Pinrang".

1.2 Problem Identification

This research focuses on the improvement of students' interaction by using Natural Approach. 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 gesture, mime, yes-no answer, till bigger language production such open-ended dialogue, conversation, guided interview and discussion/debate. As learning English aim, students must be able to produce English to actualize a function of language as a device communication. It becomes a problem if students cannot produce even simplest sentences, but actually the case is students learn English in school.

Based on the observation, the researcher found the same case above in SMAN 4 Pinrang, which teaching and learning process is still monotonous. We can say that English teacher use a conventional way to teach English so that some students cannot be involved actively in learning process. It can be caused of a passive teaching and learning process or conventional learning which teachers only focus exclusively on knowing content in textbooks and notes then students receive it.

Teachers are still teaching their students in the same manner as how they were taught and how their own teachers were taught, not much of progress in terms of the teaching perspectives. Teacher is explaining and writing on the board, students will be copying the same thing onto their notes, and do exercises in the textbook are given. Students have no much opportunity to communicate one another in order to accustom them to produce English through classroom interaction. However, interaction in the classroom is an important thing which is categorized as pedagogic interaction and creates interactive teaching and learning process, so that students' interaction ability will be improved.

1.3 Problem Statement

Based on the statement of background previously, the researcher formulates the problem statements as follow:

- 1.3.1 How is the effectiveness of Natural Approach to students' interaction ability at the Second Grade of SMAN 4 Pinrang?
- 1.3.2 How is the improvement of students' interaction ability by using Natural Approach at the Second Grade of SMAN 4 Pinrang?

1.4 Objective of the Research

The objectives of the research are formed as follow:

- 1.4.1 To find out the effectiveness of Natural Approach to students' interaction ability at the Second Grade of SMAN 4 Pinrang.
- 1.4.2 To find out the improvement of students' interaction ability by using Natural Approach at the Second Grade of SMAN 4 Pinrang.

1.5 Significance of the Research

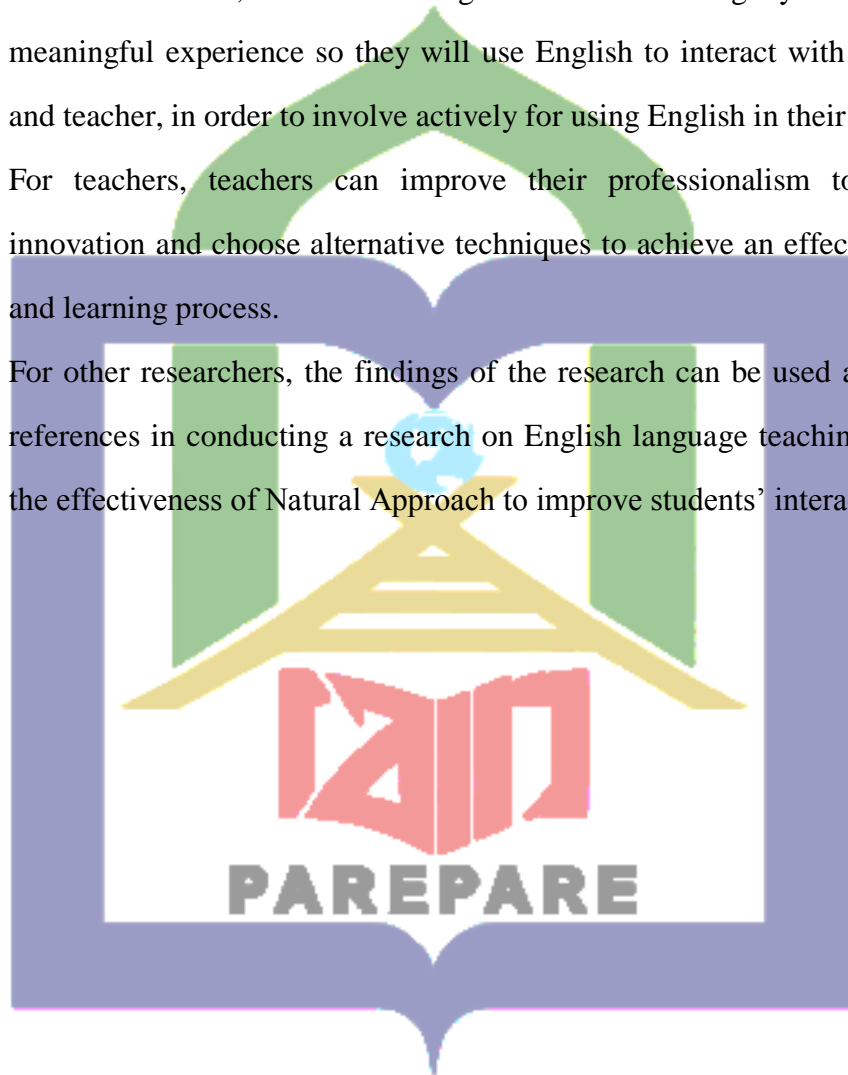
1.5.1 Theoretical Significance

Theoretically, this study provides beneficial and referential contribution in giving information or knowledge as the way to improve students' interaction ability by using Natural Approach.

1.5.2 Practical Significance

Practical significance is aim to the researcher, students, teacher and other researchers whose conduct similar research.

- 1.5.2.1 For the researcher, the researcher will get experience and knowledge in English teaching especially how to create an interactive teaching and learning process.
- 1.5.2.2 For the students, students will get a better learning system and get a meaningful experience so they will use English to interact with their friends and teacher, in order to involve actively for using English in their daily lives.
- 1.5.2.3 For teachers, teachers can improve their professionalism to make any innovation and choose alternative techniques to achieve an effective teaching and learning process.
- 1.5.2.4 For other researchers, the findings of the research can be used as one of the references in conducting a research on English language teaching, especially the effectiveness of Natural Approach to improve students' interaction ability.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about Some Pertinent Ideas of the research, Some Previous Related Researches, Conceptual Framework, Hypothesis, and Operational Definition of Variables.

2.1 Some Pertinent Ideas

Some pertinent ideas, this part explain the concept of the variable of the research.

2.1.1 The Concept of Natural Approach

This approach is developed and supported by Stephen Krashen and Tracy Terrell. This approach have been identified the Natural Approach with what a call "traditional" approaches to language teaching which defined as "based on the use of language in communicative situations without recourse to the native language", probably, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar. Term of Natural Approach is based on view that language mastery of a language mostly focuses on the language acquisition in natural context and less on rules of learning learned one by one consciously. This approach focuses on real communications meaning rather than the accuracy of utterance forms.

Natural approach is an approach which uses familiar techniques where the framework of a method focuses on providing comprehensible input and classroom environment that direct to comprehension of input, minimizes learner anxiety, and maximizes learner self confidence. The learning model of this approach emphasizes

on students' comprehension aspect and a means of communication aspect. This method is stated on theory that define language as a device for communicate, express the meaning of a message. In addition, this method can be explained through five hypotheses about language learning.

Krashen proposed five hypotheses of Natural Method called "Monitor Model". The five hypotheses are as follows:¹

The first hypothesis is Acquisition/Learning Hypothesis claims that there are two special ways of developing competence in a second or foreign language. First, Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Then, Learning refers to a process in which conscious rules about a language are developed.

The Monitor Hypothesis as the second hypothesis is described that acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Three conditions limit the successful use of this monitor, firstly, it is about time which there must be sufficient time for a learner to choose and apply a learned rule. Secondly, focus on form which the language users must be focused on correctness or on the form of the output. And the last is knowledge of rules, this monitor describes simple rules in two ways which are they must be simple to describe and they must not require complex movements and rearrangements. These conditions give description to discover the successful way in using this monitor

¹Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, p. 131.

The next hypothesis is Natural Order Hypothesis, based on this hypothesis, the acquisition will take place naturally which the grammatical structure proceed in a predictable order. The students will perform the acquired items correctly only when they are ready.

The fourth hypothesis of Natural Approach is Input Hypothesis which explains the relationship between the learners' input to a language and language acquisition. It involves four main issues: First, the hypothesis relates to acquisition, and not to learning. Second, people acquire language best by understanding input that is slightly beyond their current level of competence. Third, the ability to speak fluently cannot be taught directly. Fourth, if there is a sufficient quantity of comprehensible input. Comprehensible input refers to utterances that the learner understands based on the context. In the classroom, a teacher can see when the students don't understand and can simplify his or her speech to the point where they do. Teacher may think that this was all that is necessary, and it is just a matter of time before the students are able to express themselves freely.

The Affective Filter Hypothesis as the last hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive.

This hypothesis has a theory that learner's emotional state or attitudes as an adjustable filter that is freely passes, impedes, or blocks input necessary to acquisition. These are an effective filter which identified, firstly is motivation which learners with high motivation generally do better. Next is self-confidence where learners' acquisition process with self-confidence and a good self-image tend to be

more successful. Thirdly is about anxiety, low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

The five hypotheses above describe two theories of Natural Approach learning theory addressed both the process and the conditions for the process to take place.

2.1.1.1 The Principles of Natural Approach

Criteria provided as guidance for in establishing course of NA are extracted as follows:²

- 2.1.1.1.1 Communication skills. Every course should be taught with focus on communication ability instead of grammar mastery. The assumption is that students will use grammar more accurately when classes are designed to have them active communicating in the targeted language.
- 2.1.1.1.2 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.
- 2.1.1.1.3 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.
- 2.1.1.1.4 Acquisition activities are central. Learning activities is considered as an effort for fostering acquisition. Class time should be emphasis for this

²Sojuangon Rambe, "The Natural Approach: Theory and Guidance for Classroom Practices", vol. 2, no. 1, (January 2014), p. 49. <http://jurnal.iainpadang-sidimpuan.ac.id/index.php/EEJ/article/download/114/103>. (9th of January, 2018).

process, and laying learning exercises as homework in order to optimize the time allocation for communicating activities.

- 2.1.1.1.5 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.

These principles will direct teacher toward the goals of learning Natural Approach process. They are bearing evidence of Natural Approach theory to achieve the approach successful implementation.

2.1.1.2 The Design of Natural Approach

Design of Natural Approach includes objectives and syllabus, can be explained as follow:

2.1.1.2.1 Objectives

The objective is for beginners and is designed to help them become intermediates." It has the expectation that students will be able to function adequately in the target situation. They will understand the speaker of the target language and will be able to their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless but their production does need to be understood. They should be able to make the meaning clear but not necessarily be accurate in all details of grammar.

2.1.1.2.2 Syllabus

Natural approach courses organization from two points of view. First, they list some typical goals for language courses and suggest which of these goals are the ones at which the Natural Approach aims. They list such goals under four areas: 1. Basic personal communication skills: oral (e.g., listening to announcements in

public places). 2. Basic personal communication skills: written (e.g., reading and writing personal letters) 3. Academic learning skills: oral (e.g., listening to a lecture). 4. Academic learning skills: written (e.g., taking notes in class).

Of these, they note that the Natural Approach is primarily "designed to develop basic communication skills - both oral and written. They then observe that communication goals "may be expressed in terms of situations, functions and topics". The second point of view holds that "the purpose of a language course will vary according to the needs of the students and their particular interests". The goals of a Natural Approach class are based on an assessment of student need.

2.1.1.3 Types of Learning and Teaching Activities in Natural Approach

To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways. When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers that students can answer using words they have heard used by the teacher. Students are not expected to use a word actively until they have heard it many times.

Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context are used to elicit questions and answer; and even situation-based practice of structures and patterns. Students will produce the language if they are ready by beginning some basic activities to stimulate them.

2.1.1.4 Learners' Roles of Natural Approach

Basic assumption in the Natural Approach is learners should not try to learn a language in the usual sense. In involving meaningful communication, learners will get the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. Learners' roles are seen to change according to their stage of linguistic development. There three stages for learners' roles in this approach:

In the Pre-production Stage students "participate in the language activity without having to respond in the target language.

In the Early-production Stage, students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns.

In the Speech-emergent Phase, students involve themselves in role play and games contribute personal information and opinions, and participate in group problem solving.

Learners are expected to participate in communication activities with other learners. Then, students are given experience silent period before producing the language. They should understand what they hear first and make or guess any concept of the utterances they hear. They respond the language by physical response and produce it when they familiar with it. In this learning and teaching activities, the central process is student chooses what and when to speak.

2.1.1.5 Teachers' Roles of Natural Approach

In Natural Approach, teacher has three central roles. First, the teacher is the primary source of comprehensible input in the target language. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

Second, the teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for.

Finally, the teacher must choose a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials are based not just on teacher perceptions but on elicited student needs and interests. Teachers should create an interesting teaching and learning process in order to build any desire of students to produce the language. It will contain about materials and technique of the teachers.

2.1.1.6 The Role of Instructional Materials

The primary goal of materials in the Natural Approach is to make classroom activities as meaningful as possible by supplying "the extra-linguistic context that helps the acquirer to understand and thereby to acquire" by relating classroom activities to the real world, and by fostering real communication among the learners. Materials come from the world of realia rather than from textbooks.

The primary aim of materials is to promote comprehension and communication. Material of this approach can be contextual to students' real life because it contains about daily activities.

2.1.1.7 The Procedure of Natural Approach

We have seen that the Natural Approach adopts techniques and activities freely, from various methods. These procedures below are the technique that we use in the classroom.

- 2.1.1.7.1 Start with TPR [Total Physical Response] commands. At first the commands are quite simple: "Stand up. Turn around. Raise your right hand."
- 2.1.1.7.2 Use TPR to teach names of body parts and to introduce numbers and sequence. "Put both hands on your shoulder, first touch your nose and so forth."
- 2.1.1.7.3 Introduce classroom terms and props into commands. "Pick up a pencil and put it under the book, go to the door and knock three times." Any item which can be brought to the class can be incorporated.
- 2.1.1.7.4 Use names of physical characteristics and clothing to identify members of the class by name.
- 2.1.1.7.5 Use visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response.
- 2.1.1.7.6 Combine use of pictures with TPR.
- 2.1.1.7.7 Combine observations about the pictures with commands and conditionals.
- 2.1.1.7.8 Using several pictures, ask students to point to the picture being described.
- Picture .1. "There are several people in this picture. One appears to be a father, the other a daughter. What are they doing? Cooking. They are cooking a hamburger."
- Picture .2. "There are two men in this picture. They are young. They are boxing."³

In all these activities, teacher maintains a constant direction of "comprehensible input," using key vocabulary items, appropriate gestures, context, repetition, and paraphrase to ensure the comprehensibility of the input.

³Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, p. 132-140.

2.1.2 The Concept of Classroom Interaction

Teaching and learning is an interactive process between teachers and students shared understanding, then how students interpret what teachers say and do will also shape the patterns of classroom communication. It is illustrated as the mutual reactions between the teacher and the students as an interactive activity between reaction and action through methodological device and feedback recycling.⁴

2.1.2.1 Definition of Classroom Interaction

According to Brown, “Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get an idea out of one person’s head and into the head of another person and vice versa.”⁵

Interaction is an important thing for language teachers. In fact, in the era of communicative language teaching, interaction is the heart of communication; it describes all about what communication is. We send, receive, then we interpret many messages in a context, we negotiate the meanings, and we collaborate to accomplish certain purposes.

Briefly, interaction can be defined as exchange thoughts, feelings or ideas process one another. In interaction process, language is used as a device communication to send and receive messages. Meanwhile, classroom interaction can be defined as verbal and non-verbal communication and the types of social relationships which occur within classrooms. Interaction occurs as long as people

⁴Liu Li-ping, “Strategies to Improve Teacher-Student Interactions in Senior High Schools in Western China”, vol. 15 no. 2 (February 2017), p. 77. <http://davidpublisher.org/Public/uploads/Contribute/58c0bbb3876bf.pdf>. (24th of December 2017).

⁵H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 165.

communicate each other by giving action and receiving the reaction on one another anywhere and anytime, including in classroom setting.

Furthermore, teaching is an interactive act. In the classroom, communication between the teacher and students go on constantly as responsive acts. This communication is called “interaction”. This is important to create an interactive or communicative teaching and learning process.

2.1.2.2 Roles of Classroom Interaction

Interaction has some significant roles in language teaching and learning classroom. It is link to students’ language skill improvement. Those roles are explained as follow:

2.1.2.2.1 Developing Students’ Communication Skill

Interaction stimulates students to use language as device communication in exchanging ideas, feelings, and information to other people. Sinta explained that: “Interaction in the classroom becomes the central factors which are able to enhance the students’ linguistic resources as well as equipping them with appropriate skills for communication.”⁶

Students’ communication skill will improve through discussion, debates or asking and answering questions about desired topics among them.

2.1.2.2.2 Increasing Students’ Knowledge of Language (Language Store)

At this point, W. M. Rivers stated that:

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue

⁶Sinta Hoerun Nisa, “Classroom Interaction Analysis in Indonesian EFL Speaking Class”, vol. 2, No. 2 (March 11, 2014), p. 125. <https://journal.uniku.ac.id>. (17th of March 2017).

journals. In interaction, student can use all they possess of the language and all they have learned or absorbed in real-life exchanges.⁷

Interaction process will aim student at communication activity where they can receive many vocabularies, grammar rules, etc. from their friends or teacher in teaching and learning process. It can be conduct them to learn more about language from the activity or reading some linguistic book to get charming skill in producing and receiving the language. Absolutely, their language store will increase during the process.

2.1.2.2.3 Building Students' Confidence

Interaction also can build students' confidence. Thapa and Lin explained that: "In language classroom, interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users."⁸

Students are demanded to interact with teacher and among their fellows and use the language constantly as their exercises. It can create their charming when produce the language so that their confidence will builder up.

2.1.2.2.4 Strengthening Students' Social Relationship

Interaction as well will build relation among people. Naimat notes that: "Interaction, for students, will strengthen the relationship, either among them or with

⁷W. M. Rivers, *Interactive Language Teaching*, (New York: Cambridge University Press, 1987), p. 4.

⁸Chura Bahadur Thapa and Angel A. M. Y. Lin, "Interaction in English Language Classrooms to Enhance Students' Language Learning". <http://neltachoutari.wordpress.com/2013/08/01/interaction-in-english-language-classrooms-to-enhance-nepalese-students-language-learning/> (17th of March, 2018).

their teachers since it gives them the chance to learn from each other and to get feedback on their performance.”⁹

Thus, classroom interaction plays important roles in developing students’ language skills as well as their social relationship. Interact with teacher and their fellows regularly, it will create good relationship among them and strengthening it.

2.1.2.3 Aspects of Classroom Interaction¹⁰

Classroom interaction has two aspects, which is claimed for monitoring the interaction in the classroom itself, they will be explained below:

2.1.2.3.1 Teacher Talk

Teacher talk is the language typically teachers use in their communication with their students in language teaching process. This teacher talk is important, not only for the classroom organization and management but also for the process of acquisition. In teaching and learning process, teacher often simplify their speech by using many characteristic of foreigner speech, such as, giving intonation in the speeches, using simpler vocabularies and grammar, also the topics are sometimes repeated. It will be easier for students to understand what the teacher says.

According to Foreign Language Interaction Analysis (FLINT) system which is adapted from Moskowitz, teacher talk divides into two influence categories, Indirect Influence and Direct Influence which enables to be analyzed in classroom interaction.

⁹Ghazi Naimat, “Influence of Teacher-Students Interaction on EFL Reading Comprehension”, Vol. 23, No. 4, (2011), p. 672. http://www.academi.edu/5336377/Influence_of_Teachers-Studnets_Interaction_on_EFL_Reading_Comprehension. (17th of March 2018).

¹⁰H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, p. 170.

1. Indirect Influence

The indirect influence is an effect which will lead the students to the warm atmosphere and try to break the ice. It can encourage them to participate and learn in classroom interaction. Below, are categorizes which include in indirect influence.

- a. Deals with feelings: in a non-threatening way, accepting, discussing, referring or communicating understanding of past, present or future feelings of students.
- b. Praises or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answer are correct.
Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense.
- c. Uses ideas of students: clarifying, using, interpreting and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contribution.
Repeats student response verbatim: repeating the exact words of students after they participate.
- d. Ask questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

2. Direct Influence

Direct influence is done to encourage students to involve directly in teaching and learning process as a aim of this influence.

- a. Gives information: giving information, facts, own opinion or ideas, lecturing or asking rhetorical question.

Correct without rejection: telling student who has made a mistake. Then, tell the correct response without using words or intonations which communicate criticism.

- b. Gives directions: giving directions, requests or commands that students are expected to follow, directing various drills, facilitating whole class and small group activity
- c. Criticizes students' behavior: rejecting behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what are students are doing.
Criticizes students' response: telling the students about his/her response is not correct or acceptable, and communicating criticism, displeasure, annoyance, rejection by words or intonation.

2.1.2.3.2 Student Talk

Students can use student talk to express their own ideas, initiate new topics, and develop their own opinions, in order to develop their knowledge. Student talk will show the concentration activity of the students to their teaching and learning process. These following are categorizes of student talk:

1. Students' response, Specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
2. Students' response, Open-ended or Student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.

3. Silence: pauses in the interaction, periods of quite during which there is no verbal interaction.

Silence-AV: silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc. is being used to communicate.

4. Confusion, Work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.

Confusion, Non Work-oriented: more than one person at a time talking to the interaction cannot be recorded. Student out of order, not behaving as the teacher wishes, not concerned with the task at hand.

5. Laughter: laughing and giggling by the class, individuals, and/ or the teacher.
6. Uses the native language: use of the native language by the teacher or the students.
7. Nonverbal: gesture of facial expressions by the teacher or the student that communicates without the use of words.

Foreign Language Interaction Analysis (FLINT) records information about both the pedagogic and the social aspects of classroom interaction. It is more clearly, where the categories cover the language methodological uses which focusing on the teaching and learning process and social personal, also language organizational uses which serve to facilitate the teaching and learning process.¹¹

¹¹Ann Malamah-Thomas, *Classroom Interaction*, (New York: Oxford University Press, 1988), p. 23.

2.1.2.4 Types of Classroom Interaction

Mingzhi (cited by Daud and Dwi Rukmini, 2017), there are seven types of classroom interaction which aim to achieve the target of teaching and learning process, namely:¹²

2.1.2.4.1 Teacher speaking to whole class

This type means the teacher as the controller of the class who gives students information or materials, organizing drill, reading aloud, giving instruction and other related to the teacher fronted classroom. It is established when a teacher talks to the whole students in the class at the same time.

In classroom interaction then involves the verbal exchanges between learners and teachers; if teachers are advised to reduce their time of talking in the classroom interaction, then it does not mean that they have no role to play. Involving all of the learners in the interactive activities is their main job; they must apply some of the teaching strategies to get all of the students to talk.

Teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

¹²Daud Jiwandono & Dwi Rukmini, "Types of Classroom Interactions in The Implementation of Min-Drama Script Project", vol. 5, no. 2 (October 2017), http://journal.unnes.ac.id/artikel_sju/eej/9797/6261 (17th of March 2018).

2.1.2.4.2 Teacher speaking to individual students

This interaction is conducted when the teacher speaks to the whole class as well, but the teacher expects only one student to answer. Teacher speaking to individual student with the rest of students as the hearers can be used for an informal conversation at the beginning of the lesson or for leading the student into a less guided activity.

2.1.2.4.3 Teacher speaking to a group of members

This type refers to the teacher participates in the students' group works, such giving suggestions for the group work. In group work, students often are assigned a task which involves collaboration and self-initiated language among them. In this type, teacher acts as an organizer for giving students information what they are going to do or dividing them into some group works or pair works.

2.1.2.4.4 Student speaking to teacher

Student speaking to teacher means the students initiate to speak when they do not understand about the information or ask clarification for more explanation about what the teacher present to them.

2.1.2.4.5 Student speaking to student

This type means interactions that related to the pair work activities. This pair-work involves work-together among only two students. For example, this interaction happened when performing dialogue or conversation and simulation between a speaker and a moderator. They also can use this interaction to help each other in understanding what they learned.

If student-student interaction is structured and managed well, then it can be an important factor of their cognitive development, emerging social competencies and

develop the students' capacities through collaborative. Material of this interaction can be such text-based materials, task-based materials and real life.

2.1.2.4.6 Student speaking to group members

This type means interactions in group work. Student provides more opportunities to produce language go further. This interaction can help students to build their intuition to language and the use of native language when interacting in small group will be able to be reduced.

2.1.2.4.7 Student speaking to the whole class

This type means activities that are students-fronted class. They will be accustomed to communicate the language in front of many people. For example, class presentation and workshop forms.

2.2 Previous Related Research Findings

The previous researches used by the writer as guidance to make prediction of the study. For this reason, the writer attempts to find the previous study that has relation with the study. Those previous researches are:

Heribertus Budi Darmawan conducted a research "The Effectiveness of Natural Approach in Activating Students' Vocabulary Acquisition at the Elementary School Grade V". For the first step, he analyzed the problems of teaching vocabulary in Elementary School and found the way to teach vocabulary in Elementary School. Heribertus found that Natural Approach was effective in activating students' vocabulary acquisition. It was mainly due to the fact that the operational hypothesis, which said that the mean score of the students taught using the Natural

Approach was higher than the students taught using a traditional method, was accepted.¹³

Abdolreza Goudarzi, Mohammad Parham and Mohammad Jafar Mahdian have conducted a research to know the influence of Natural Approach in Learning Language Skills (English) on Borujerd University Faculty Members. They assign two groups (experimental and control group) for the research. Both groups received a 100-hour language instruction with the same materials and teachers in four months but different teaching method. Using inferential statistics with t-test showed that there was a significant difference between the control group and the experimental group. In sum, as practically shown, the use of Natural Approach in teaching English can solve many problems of the faculty members in learning English language skills.¹⁴

Volita Machfiroh Yanuarti based on the data analysis of her research found that Natural Approach has influence to the improvement of students' vocabulary significantly. It is proven by the result scores of posttest was higher than the pretest's result scores. In teaching and learning process, a theme of the material is necessary related with students' interest. It can be stimulated students to communicate with their teacher and friends. Then the interaction is directed to the purpose of the vocabulary materials.¹⁵

Nurfatimah Syam Halik, the result of her research showed that Natural Approach influenced significantly to students' motivation in English learning. It can

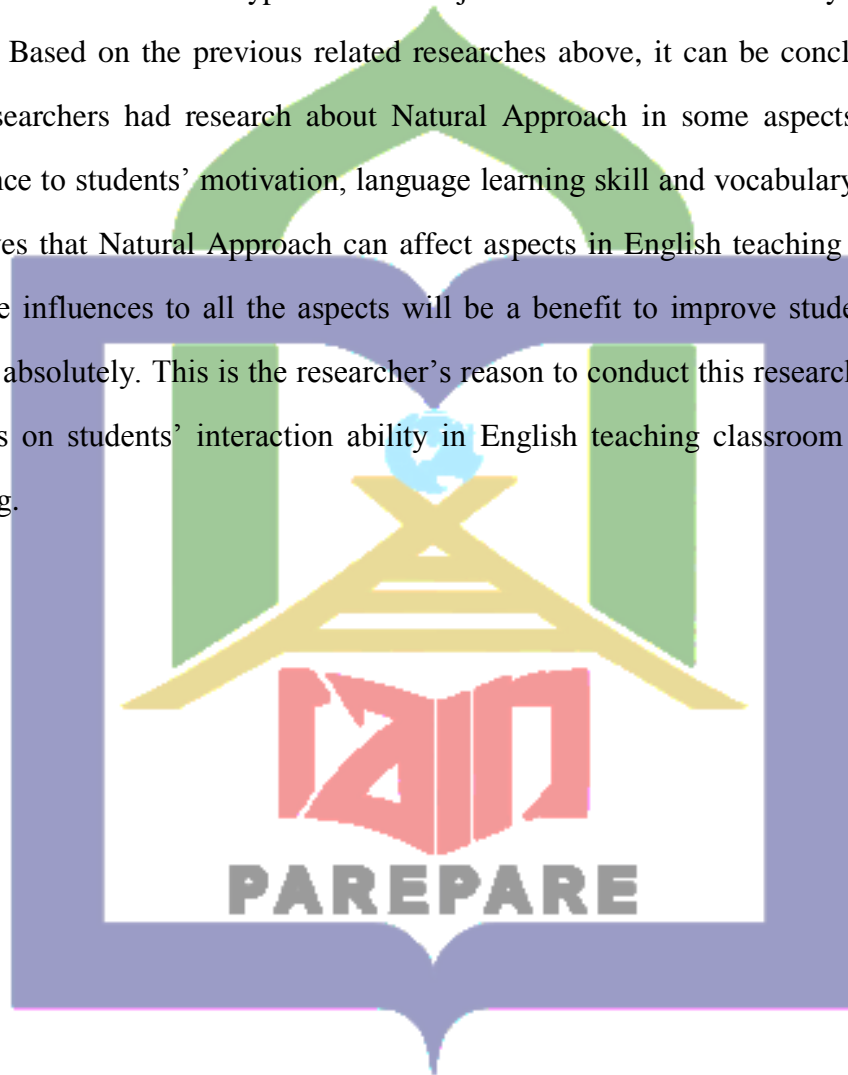
¹³Heribertus Budi D., "The Effectiveness of Natural Approach in Activating Students' Vocabulary Acquisition at the Elementary School Grade V", (Skripsi; Faculty of Teacher's Training and Education: Yogyakarta, 1999), p. 62-63.

¹⁴Abdolreza G., Moh. Parham & Moh. Jafar, "The Influence of Natural Approach in Learning Language Skills (English) on Borujerd University Faculty Members", (Skripsi: Faculty Member of Islamic Azad University: Iran, 2012), p. 9432.

¹⁵Volita Machfiroh Yanuarti, "Natural Approach terhadap Perkembangan Kosakata Siswa Tunarungu TKLB-B", (Skripsi; Faculty of Outstanding Education: Surabaya. 2013), p. 6-7.

be known by the fact that students' motivation in learning English was categorized high with score 81.30. Students were stimulated to learn English when Natural Approach was applied by the teacher. It was mainly due the fact that t -test was higher than t -table so that Null Hypothesis was rejected based on the data analysis.¹⁶

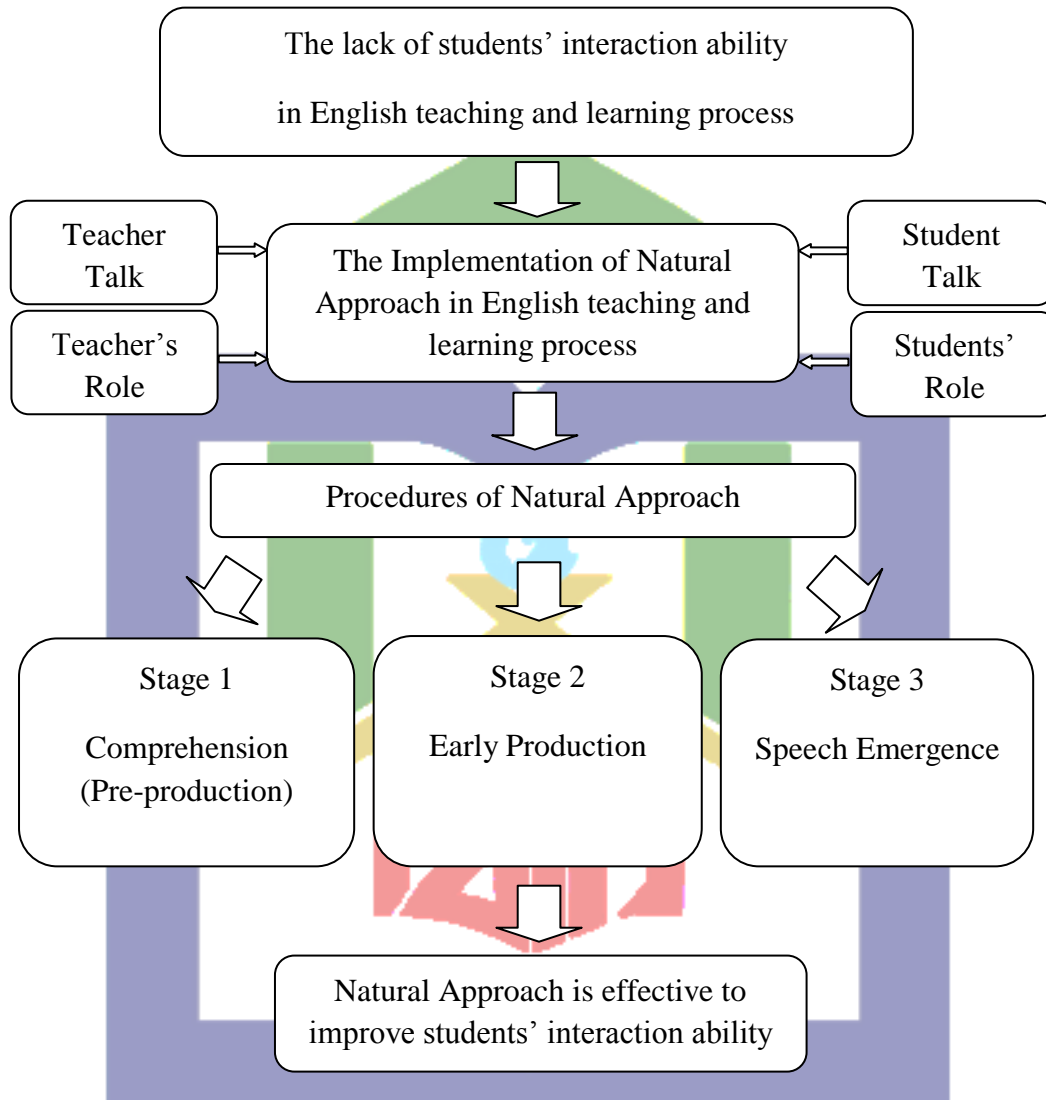
Based on the previous related researches above, it can be concluded that all the researchers had research about Natural Approach in some aspects such as its influence to students' motivation, language learning skill and vocabulary acquisition. It proves that Natural Approach can affect aspects in English teaching and learning and the influences to all the aspects will be a benefit to improve students' English ability absolutely. This is the researcher's reason to conduct this research which only focuses on students' interaction ability in English teaching classroom at SMAN 4 Pinrang.



¹⁶Nurfatimah Syam Halik, "Pengaruh Pengajaran Natural Approach terhadap Motivasi Belajar Bahasa Inggris Peserta Didik di Madrasah Tsanawiyah Negeri Maros Baru", (Skripsi; Faculty of Tarbiyah and Teachership: Makassar, 2015), p. 69-71.

2.3 Conceptual Framework

The conceptual framework of this research can be illustrated as follow:



Conceptual Framework is a model conceptual about some theories relating to the identified factors of a research problem. This research is conducted to know the effectiveness of using Natural Approach to improve students' interaction ability. Interaction is defined as a kind of communication between two or more people which have an effect upon one another as the result from the process of exchanging ideas or

thoughts, information, and feelings. In this case, it refers to interaction among students or students to teacher which occur within classroom. This interaction is necessary to create interactive and communicative teaching and learning process. At least, students can involve actively in English classroom activity through this interaction.

In fact, the researcher found the problem of students at the second grade of SMAN 4 Pinrang which have difficulties to build interaction by using English during teaching and learning process. This lacking is caused by the learning system which teacher uses conventional teaching. So, they are not encouraged to involve actively in the teaching and learning process.

In order to solve this problem faced by students at the second grade of SMAN 4 Pinrang, Natural Approach may be implemented for helping students to improve their interaction ability. Natural Approach as one of approaches in language teaching is designed to develop basic communication skill which students are expected to participate in communication activities with other learners or teacher in the classroom.

There are some aspects which support the implementation of Natural Approach, teacher's role-students' role from Natural Approach and teacher talk-student talk from the concept of classroom interaction. Teacher and students' role refers to their complicity in the teaching and learning process in order to achieve an effective teaching and learning. Meanwhile, student and teacher talk refers to the typical of communication which they use in language teaching and learning process.

The implementation of Natural Approach has procedure which will be conducted in three stages, Comprehension (pre-production), Early Production and Speech Emergence and also supported by the aspects above. Those stages provide some procedures through class activities in stimulating students to build interaction and involve actively in the classroom activity to create interactive and avoid the passive teaching and learning process. Based on the statement, the researcher assumed that Natural Approach is effective to improve students' interaction ability

2.4 Hypothesis

Hypothesis can be defined provisional answer toward the research problem.¹⁷ Meanwhile, Ray stated that: "A hypothesis states the researcher's expectations concerning the relationship between the variables in the research problem; a hypothesis is the most specific statement of a problem."¹⁸In this research, the hypothesis is formulated as follow:

- 2.4.1 H_0 (Null Hypothesis): the using of Natural Approach is not effective to improve students' interaction ability at the second grade of SMAN 4 Pinrang.
- 2.4.2 H_1 (Alternative Hypothesis): the using of Natural Approach is effective to improve students' interaction ability at the second grade of SMAN 4 Pinrang.

¹⁷Juliansyah Noor, *Metodologi Penelitian*, (Jakarta: Kencana Prenadamedia Group, 2014), p. 79.

¹⁸L. G. Ray, *Educational Research: Competencies for Analysis & Application*, (Ohio: Charles E. Merrill Publishing Co., 1981), p. 45.

2.5 Definition of Concepts

Definition of concepts is practical and technical statement about the concepts of theory that can be measured and found the data. This concepts' definition will become foundation to conduct the research instrument.¹⁹

The Definition of concepts in this research can be explained briefly as follow, they are:

- 2.5.1 Natural Approach is an approach that researcher will apply in English teaching classroom. Natural approach is a one of English teaching approach that has main intention to create a social relationship. This approach stimulates students' responses to contribute actively in English teaching and learning process. They will be aimed to convey their feelings, opinions, critical thinking. Briefly, it involves students' ability to use language communicatively as a device communication.
- 2.5.2 Students' interaction ability is one of ability that necessary to create an effective teaching and learning process. This ability makes students able to communicate actively with their friends or teachers as their responses toward English teaching and learning process.

¹⁹Sekolah Tinggi Agama Islam Negeri Parepare, *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)*, Parepare, 2013), p. 26-27.

CHAPTER III

RESEARCH METHOD

This chapter describes about Subject of the Research, Location and Duration of the Research, Variables of the Research, Design and Procedure of the Research, Technique of Collecting Data, Instrument of the Research and Technique of Data Analysis.

3.1 Subject of the Research

This research was conducted in the second grade of SMAN 4 Pinrang which includes six classes, three classes for IPS program with 72 students and also three classes for IPA program with 87 students. However, the subject of this research is XI IPA 1 with 25 students, which consist of 7 males and 18 females.

3.2 Location and Duration of the Research

The location of the research was conducted in SMAN 4 Pinrang on Andi Wanreng Street number 7, Suppa, Pinrang Regency. This research took duration about three months included preliminary study (observation), proposal submission and conducting the research.

3.3 Research Focus

This research focused on two variables, which are Natural Approach and interaction ability. The description is as follow:

3.3.1 Independent Variable (x)

The Independent variable of this research is teaching English by using Natural Approach. Natural Approach refers to an approach that researcher apply in teaching classroom.

3.3.2 Dependent Variable (y)

This variable acts as an output of independent variable. The dependent variable of this research is improving students' interaction ability.

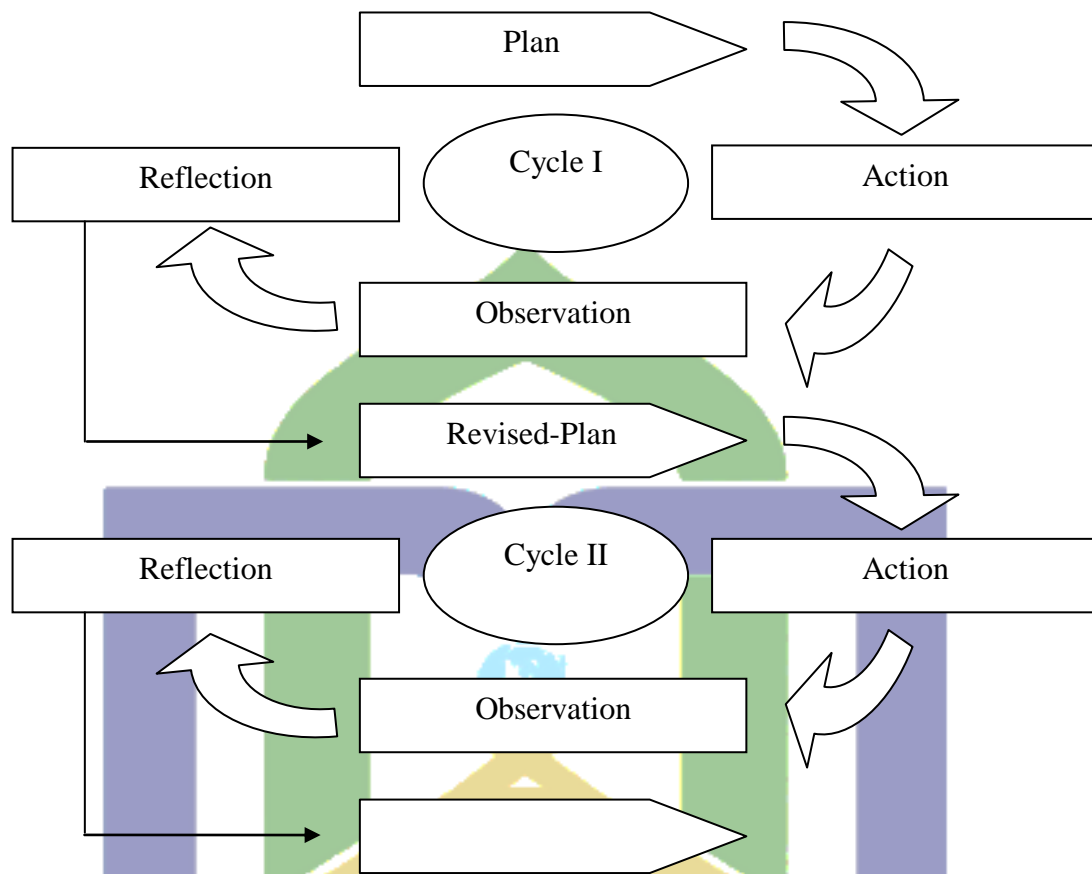
3.4 Design and Procedure of the Research

In this part, the researcher explained about research guidance or steps in conducting this research.

3.4.1 Design of the Research

This research used Classroom Action Research (CAR) which is a scrutiny activity of learning activities in the form of an action that raise and occurs deliberately in class together. The actions provided by the researcher or the guidance of the research and conducted by students.

Classroom Action Research carried out through two cycles to know the increasing of students' interaction ability in English teaching and learning process. In each cycle, there are four important component, they are Planning, Action, Observation and Reflection. It can be seen in the design below:



Source: Classroom Action Research Design¹

According to Stephen Kemmis and Robin Mc. Taggart (1988) in Sukardi, the classroom action research consists of four stages: Plan, Action, Observation and Reflection.²

3.4.1.1 Plan; is act planning arranged based on the problem and hypothesis such as preparing lessons planning, teaching media, how to analyze data about process and result of action trough evaluation.

¹Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), p. 215.

²Sukardi, *Metodologi Penelitian Pendidikan*, p. 213-214.

3.4.1.2 Action; is act which is conducted consciously and all activity which used conducted based on what has been planned and must be controlled. It refers to rational and measurable plan.

3.4.1.3 Observation; is collecting data by observing the situations during learning and teaching process. It aims to record all activity process. The effect of the action and the problem occurred during the process. The observation must be flexible. This situation includes; students' activities or interaction through Natural Approach.

3.4.1.4 Reflection; is the process to consider acts noted in observation sheet. It tries to understand the teaching and learning process, problems, issues and obstacles in action.

3.4.2 Procedure of the Research

The procedure of this research based on CAR design has two cycles, as follow:

3.4.2.1 CYCLE I

The first cycle consist of planning, acting, observing and reflecting.

3.4.2.1.1 Planning

Planning usually is started with something like general idea. It seems desirable to reach certain goal. This phase is the first step of Classroom Action Research procedure. This is the most important step to know and analyze the problem as a reference in taking action and organizing the whole aspects that refer to Classroom Action Research. At this phase, the activities are:

1. Analyzing school curriculum;
2. Making lesson plan (RPP) as a direction during the implementation Natural Approach;
3. Preparing materials of Natural Approach;
4. Making observation sheet related to the objective of the implementation of Natural Approach;
5. Making an interview guide to know students' responses toward the using of Natural Approach to improve students' interaction ability.

3.4.2.1.2 Action

This phase included the implementation of Natural Approach to improve students' interaction ability.

1. Opening is the first activity which will conduct in the classroom.

First of all, the researcher will greet the students and ask them to pray before beginning the teaching and learning process. Then, the researcher will check the students' attendance list, after that is giving apperception and motivation in pointing to the general description of the lesson and encouraging students' interest to learn. Next, students will be divided into 5 groups and given explanation about the purpose and material of teaching and learning process briefly. It will be easier for them to do the main process.

2. Main Process

This includes the process of the using Natural Approach which is divided into three stages based on the procedure of Natural Approach.

a. Comprehension (Pre-production)

In this stage, the researcher uses Total Physical Response as borrowed methods of Natural Approach. Students are given common-based activities of TPR which is begun from demonstration where the students listen and respond to commands modeled by the researcher. At the beginning, this demonstration is lead to entire students, then each group, last is given to 1 students. After that, students replay the commands without instruction from the researcher. Those commands may be like “walk”, “jump”, “walk to the door”, “touch the chair”, “shake your head/hand”, “take the book”, “walk to the corner of the room”, etc. Next, The researcher will says commands rapidly in English and announce in the students’ language by the end of the class which everyone will understand everything that researcher just said.

b. Early Production

This stage begins when students begin using English words to give yes/no answers or one-word answers. Students will be given instructor question techniques to encourage the transition from stage 1 to stage 2. This may include yes/no questions (Is Jimmy wearing a sweater today?); choice questions (Is this a pencil or an eraser?); questions which can be answered with a single word. (What does the woman have in her hand? Where? When? Who?); general questions which are encourage lists of words. (What do we see on the table now?); and the last question technique is open sentence with pause for student response. (Mike is wearing a blue shirt, but Ron is wearing a _____ shirt). Then, in this stage also, some students will describing pictures and do a simple dialogues relating to a picture. This stage must give a meaningful and understandable input which will encourage the transition to stage 3.

c. Speech Emergence

In the Speech Emergence Stage, speech production will normally improve in both quantity and quality. The sentences that the students produce become longer, more complex and they use a wider range of vocabulary. Finally, the number of errors will slowly decrease. Students need to be given the opportunity to use oral and written language whenever possible. In this stage, the researcher will conduct re-telling story of recount text and descriptive text.

3. Closing

This part is the end of the whole of teaching and learning process. In this part, the researcher will ask students obstacles or difficulties during teaching and learning process. Then, give them conclusion toward learning process before closing the teaching and learning process.

3.4.2.1.3 **Observation**

The collaborator observed the situation in the classroom, all students' activities during the teaching and learning process. Such as asking or answering question, giving suggestion, paying attention to the instruction and material, and their other interaction in the classroom. Observation checklist is used as instrument in this stage.

3.4.2.1.4 **Reflecting**

In this phase, the researcher collected and analyzed the result of the research from observation checklist and interview. The researcher collaborated with the English teacher of XI IPA 1 who acted as an observer during conducting the action. After the action and observation, the researcher and collaborator discussed about the

result of the research to consider the effect of the action. Next, the researcher revised the plan by considering the lack of stages process in the first cycle.

3.4.2.2 CYCLE II

Generally, this second cycle has similar concept for each stage with the first cycle which consist of planning, acting, observing and reflecting. However, this cycle load revision based on the lack of stages process in the first cycle.

3.4.2.2.1 Planning

At this phase, all the activities were similar with the first cycle. It have been re-arranged based on the lack of stages process in the first cycle

3.4.2.2.2 Action

This phase had similar action with the first cycle; however the action in this cycle load revision based on the lack of stages process in the first cycle.

3.4.2.2.3 Observation

The collaborator was monitoring the action process and making notes to all activities in the classroom during the action stage process. Observation checklist is necessary in this phase.

3.4.2.2.4 Reflecting

In this phase, the researcher conducted similar reflection with the first cycle such conclude the result of the second cycle to make a plan to review and analyze the whole meeting.

3.5 Technique of Collecting Data

The technique of collecting data is a way to get data from research field, the researcher used:

3.5.1 Observation

Observation is technique of collecting data by observing any phenomenon in the research field. As it was Matthews and Rose (cited by Haris Herdiansyah, 2013) stated that, “Observation is the collection of data through the use of human senses. In some natural conditions, observation is the act of watching the social phenomenon in the real world and recording events as they happen.”³

In this research used two observation checklists; i.e. observation checklist for checking some aspects called observation checklist part A and observing the activity of students called observation checklist part B. Those sheets was contain about classroom activities.

3.5.2 Interview

Interview is face to face interaction between two or more people by asking and answering questions verbally to acquire information. As Cholid and Abu Achmadi stated that, “Interview is asking and answering process in a research which takes verbally by two or more people, facing one another and listening to information directly”.⁴

In this case, the researcher chose Semi-structured Interview which supply general questions in the interview guide but it may along with some addition choice questions depend on the situation⁵. This technique was used to know students’ responses or feedbacks toward the using of Natural Approach in improving students’ interaction ability in teaching and learning process.

³Haris Herdiansyah, *Wawancara, Observasi, dan Focus Groups: Sebagai Instrumen Penggalan Data Kualitatif*, (Jakarta: Rajawali Press, 2013), p. 129.

⁴Cholid Narbuko & Abu Achmadi, *Metodologi Penelitian*, (Jakarta: PT. Bumi Aksara, 2010), p. 83.

⁵Muhammad Yaumi & Muljono Damopolii, *Action Research (Teori, Model, dan Aplikasi)*, (Jakarta: Kencana, Prenadamedia Group, 2014), p. 106.

3.5.3 Questionnaire

Questionnaire is list of questions which must be answered by respondent to get information related to the research.⁶ This was used to know students' responses or feedbacks toward the using of Natural Approach in improving students' interaction ability.

3.6 Instrument of the Research

The researcher has used, at least, two instruments to conduct this research. They can be described below:

3.6.1.1 Observation checklist

In this research, an observation checklist was used to monitor classroom activity during the action. The researcher arranged some situation list that would be happened during teaching and learning process related to the research purposes. If the situation happened which researcher will, it would be checklist.

3.6.1.2 Interview Guide

This instrument was consisted of some questions for students to acquire information about their responses or feedbacks toward the using of Natural Approach in improving students' interaction ability during teaching and learning process.

3.6.1.3 Questionnaire

The questionnaire that had been used was closed-questionnaire which is defined as question types to ask respondents' response with only two alternative answers; i.e. "yes" and "no". It was used to support the primary data. This

⁶Muhammad Yaumi & Muljono Damopolii, *Action Research (Teori, Model, dan Aplikasi)*, p. 126.

questionnaire consisted of 10 questions which represented the students' responses toward the using of Natural Approach to improve students' interaction ability.

3.7 Technique of Analysis Data

The data were gotten from Cycle I and Cycle II had been analyzed through qualitative analysis. According to Miles and Hubberman, there are three activities that used to analyze a qualitative data. The first activity was data reduction that is selecting, simplifying, and transforming the "raw data" from research field⁷ which appeared from field notes and managed into an orderly pattern.

After the reduction process, the next activity was data display. Data display is data collection in narrative form which has been arranged and abstracted so easier to understand. Data display is conducted in order to organize data which is systematic compilation of information from the results of data reduction starting from planning, action, observation and reflection of each cycle. Those activities were done in stages, after that, the researcher and collaborator drew the conclusion of the analyzing process.

⁷Muhammad Yaumi & MuljonoDamopolii, *Action Research (Teori, Model, dan Aplikasi)*, p. 143 & 146.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research. In this case, it discusses the result of the research in improving students' interaction ability by using Natural Approach in XI IPA 1 of SMAN 4 Pinrang academic year 2018/2019. The findings of this research consisted of the result in Cycle 1 and Cycle 2 and discussion of the data.

4.1 Findings

This part explained about the findings of Cycle 1 and Cycle 2. It was about the data description of each cycle.

4.1.1 Findings of Cycle 1

This cycle began by discussion with the English teacher of XI IPA 1. It discussed about the English teaching schedule and the teaching and learning rules of the lesson. The researcher and collaborator teacher talked about the situation and condition of the students, then, settled the planning that had been prepared. The researcher was given opportunity to get acquainted with students before conducting the first meeting of the research. The description of the research in cycle 1 was presented in this part which consisted of planning, action, observation, and reflection phase of cycle 1. It was also included the result of observation checklist and interview.

4.1.1.1 Planning

In this phase, the researcher made a planning for the action based on the problems faced by students. Firstly, the researcher arranged a lesson plan based on the teaching material. Then, the researcher also prepared observation checklist to

observe students' activities during teaching and learning process and interview guide to know students' responses. Those techniques were used to identify the effectiveness of the using Natural Approach to improve students' interaction ability.

4.1.1.2 Action

The action had been conducted on July 24th, 30th, and 31st 2018. In this phase, the researcher implemented the lesson plan that has been made before related to the using of Natural Approach in the classroom as well. In teaching process, the researcher used three activity phases, those are: opening, main process, and closing. In detail, the researcher presented in the following action:

4.1.1.2.1 First meeting

This first meeting was conducted on Tuesday, July 24th 2018 at 13.00-14.30. For the opening activity, the researcher opened the class by greeting each other, asking students to pray, checking attendance list, explaining the learning purpose and material description, dividing students into five groups randomly which can help to manage students' activity during the action, each group consisted of five members.

Next, the researcher asked the students to find their members and sat with them in group. Then, the researcher gave motivation for students to be active and focus to the teaching and learning process. After that, the researcher moved to the main process which begun by writing some example instructions of Total Physical Response in the whiteboard, some students felt confused with the material at the first time then the researcher explained the definition of Total Physical Response briefly and the examples one by one.

After explaining the material, the researcher asked students' feedback about the material, so students were encouraged to ask question about the material.

Students gave their feedback about their difficulty to pronounce some examples of the instructions. In order that, the researcher made soldiers-officer simulation which the whole students acted as soldiers that had to follow researcher's instruction as their head officer and familiarize them with the pronunciation.

Next, the researcher asked one student for presenting each group to do the simulation with the members in other group. When some students looked bored, the researcher gave puzzle games about parts of body so they could work it together with their members. After that, one students of each group were asked to perform the instruction in front of the class which the researcher acted as their instructor so that their fellow would see the performance. The researcher gave feedback for them after finishing their performance such as correction and applauding.

Before closing the class, the researcher firstly reviewed the material shortly and asked students to give summary about today's material. Then, students were asked their difficulties during teaching and learning process. In this section, some students expressed that they got difficulties to remember some instructions which unfamiliar for them. Then, the researcher took notes about they just said. After that, the researcher was thanking for their participation & attention and greeting them.

4.1.1.2.2 Second Meeting

This second meeting was conducted on Monday, July 30th 2018 at 10.45-12.15. The researcher began the class activity by greeting each other, asking students to pray, and checking attendance list, after that, the researcher reviewed the previous lesson before moving to the next material. Then, the researcher asked the students to sit with their members in group.

For stimulating them to give more participation in this meeting, the researcher gave motivation and told them about the importance for being active and focus during teaching and learning process. In this meeting, students looked more enthusiastic to receive new material about picture. In this activity, the researcher wrote material about Instruction Questions and One –Word Answer relating to a picture therewith the examples. The researcher explained about the material then. After getting the point, one student of each group asked Instruction Questions to their members. Each member should be answered the instructions together. Next, the researcher moved to One-Word Answer by showing some pictures to students and asking their idea to describe the pictures.

Students gave their idea about the picture but some of them still used Indonesian, so that the researcher helped them to translate into English. And for stimulating their interaction ability, the researcher asked two students of each group to perform the One-Word Answer activity in front of the class. The researcher gave feedback for them after finishing their performance such as correction and applauding.

Finally, before closing the class activity, the researcher and students reviewed and summarized the material shortly before closing the class and asked their difficulties during teaching and learning process. They expressed that they feel happy because the material make them get new knowledge. After that, the researcher gave information that tomorrow is the last meeting for the first cycle along with new material. As the last, the researcher was thanking for their participation & attention and greeting them.

4.1.1.2.3 Third Meeting

This was the last meeting of the first cycle which conducted on Tuesday, July 31st 2018 at 13.00-14.30. The class activity in this meeting was opened by greeting each other between the researcher and students as usual, then, asking students to pray, and checking their attendance list. Next, the researcher reviewed the previous lesson before moving to the next material or last material in this cycle. Finally, the researcher gave motivation for students to be active and focus to the teaching and learning process.

The researcher began the class by writing material about Recount Text shortly especially about experience therewith the examples in paragraph form. This text was chosen to know their ability in making paragraph based on experience in their life. It could be easier for them to re tell story about their own writing. After explained about the material, some students asked about the kind of the experience and how to write the paragraph easily. Hence, the researcher gave explanation about their questions until they understand.

Next, the researcher gave them chance to make a paragraph about their memorable experiences that they have to see their comprehensible about the material. Some of them felt confused to write the task in English, so the researcher tried to help them how to arrange sentences from Indonesia to English easily without paying attention to grammar.

After finishing the task, the researcher asked them to re-tell their memorable experiences in front the class expressively or give improvisation when they perform. Some students laughed if their friend performed with a shy and funny expression. Meanwhile, their fellow students were asked to give responses whether if comments

or suggestions after their friends' performance. The last, the researcher gave correction and asked to other students to give more responses to their friends' performance and also motivated students who looked shy to re-tell their story when they perform. The researcher stimulated them for being more active to speak up in the next meeting.

The materials were reviewed and summarized shortly by the researcher and students before closing the class and asked their difficulties during teaching and learning process. In this meeting, many students gave their responses to summarize the material today. For expressing their obstacles, some students said that they only got difficulty in arranging sentences to make paragraph in English. Then, the researcher took note about they just said. Finally, the researcher was thanking for their participation & attention and greeting them.

4.1.1.3 Observation

This phase consisted of the result of observation checklist part A and part B, and interview which analyzed before the researcher conducted the reflection.

4.1.1.3.1 The result of observation checklists

Students' activity during the action was observed by the researcher collaborator. Observation checklist divided into two sheets, observation checklist part A and part B. Both of them were made to describe all activities of students during teaching and learning process by using Natural Approach. However, part A showed about general students' activity that must be observed, meanwhile part B showed students' activity individually. The results can be seen in the tables below:

Table 4.1 The Result of Observation Checklist

No.	Activity	Checklist Frequency	Percentage
1.	Teacher and students do some Opening Class Activities before beginning the learning process.	3	100%
2.	Students mostly talks in English during the teaching and learning process.	1	33.33%
3.	Students pay attention during the learning process.	3	100%
4.	Students do/perfrom the instructions from the teacher.	2	66.66%
5.	Students initiatively ask questions to the teacher.	1	33.33%
6.	Students initiatively answer the question from the teacher.	1	33.33%
7.	Students actively take parts in class activity.	2	66.66%
8.	Students have enthusiasm or motivation during the teaching and learning process	2	66.66%
9.	Students give feedback about the material and the teaching-learning process.	1	33.33%
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.	1	33.33%

Source: Data of Observation Checklist Part A in Cycle 1

First, it was related to observation checklist part A which all aspects had been checklist, but the checklists frequency still not fulfill for the whole meetings. In this cycle, the observation checklist for the three meetings showed that only the activity 1 and 3 had been fulfilled for each meeting which the researcher and students began the class by conducting opening activities and most of students paid attention during the teaching and learning process.

In this cycle, students did not look quite enthusiast because they still felt awkward about the situation in the classroom after long semester break for new academic year, and it gave effect to their motivation to learn. Students were still passive in asking and answering question or giving feedback about the material, also summarizing material. Hence, they hardly talked in English during teaching and learning process. Even so, they stimulated to involve actively in teaching and learning process in the next meetings. The activities had been checklist in the next meetings such activity 4, 7 and 8. But for activity 2, 5, 6, 9 and 10, they finally appeared in the last meeting when they accustomed to be active in the classroom because of the actions in the previous meetings.

Table 4.2 The Result of Observation Checklist

No.	Activity	Meeting			Average Percentage
		1	2	3	
1.	Students' attendance.	23	23	23	92
2.	Student who pay attention during the learning process.	17	21	22	86.95
3.	Student who take parts in class activity.	14	15	15	63.76
4.	Student who give feedback.	4	10	13	39.12
5.	Student who answer question.	4	9	15	40.57
6.	Student who look enthusiastic during the learning process.	10	13	15	55.06
7.	Student who bother during the learning process.	2	2	1	7.24
8.	Student who give participation in doing assignments which have been given.	23	-	23	100
9.	Student who give conclusion about the material.	5	9	12	37.67

Source: Data of Observation Checklist Part B in Cycle 1

Secondly, it was related to observation checklist part B, this observation had a bit same purpose with part A, but this observation described about each students' activity during teaching and learning process. It might include some activities such students who attend the class, answer questions, pay attention to the material, give feedback, give participation in doing assignment, take parts in class activity, concluding the material, and also students who look enthusiast and bother during the teaching and learning process.

XI IPA 1 consisted of 25 students, in all meetings of this cycle, 23 students attended the class because two students got permission for a training of Independence Day ceremony but one of them got permission to join the training in Pinrang Regency for one month and the others were sick. During the teaching and learning process of the all meetings, the observation showed that most of students paid attention but only some of them did not look enthusiast because they had not been able to adjust for new atmosphere after long holiday. But then, during the actions in this cycle, the frequency of students who look enthusiast, give feedback, answer questions and give conclusion about the material increased in every meeting. Moreover, in this cycle most students actively took parts in each class activity and finished the assignment were given.

4.1.1.3.2 The Result of Interview

After implementing Natural Approach, the researcher carried out semi-structured interview with students of XI IPA 1. This interview consisted of six questions which represent five criterions. The first criterion for item 1 "How is your feeling after learning English by using Natural Approach?" represented students' opinion about learning English by using Natural Approach. Based on the result of

interview, it was found that all students felt happy and fun, they didn't get bored during teaching and learning process by using Natural Approach. They had got new knowledge and experiences in teaching English. For example, one student stated that:

“It is fun because I can learn English easily and improve my knowledge.”¹

Another student also said:

“It is good because I can understand the material easily and get new experiences about English.”²

The second criterion for item 2 “Is learning English by using Natural Approach encouraged you to produce English?” represented criterion about the influence of using Natural Approach in encouraging students to produce English. 24 of 24 Students responded that they were encouraged to produce English so they felt able to use it during teaching and learning process better than before. For example Ayu Nurshafa Fadilah claimed that:

“Yes, by using Natural Approach, I can produce English better than before.”³

Another student was Dwi Arianti Hasanah also said:

“Yes, it is. I can produce English more often during teaching and learning process.”⁴

Then, the third criterion for item 3 “Are you able to involve actively in teaching and learning process by using Natural Approach?”, and item 4 “Is learning English by using Natural Approach encouraged you to interact with fellows or teacher?”. Those items talked about the influence of using Natural Approach for students to involve actively during teaching and learning process. For this criterion,

¹Nurhakimah, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

²Risma Hidayanti, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

³Ayu Nurshafa Fadilah, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

⁴Dwi Arianti Hasanah, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

all students said that they could involve actively in class activity and encouraged them to build interaction. For example Rahmat Tahir said that:

”Yes, learn English by using Natural Approach can make me more involve in class activity.”⁵

Whereas, 9 of them continued that they still got difficulties to give participation or do interaction by using English. For instance one of them claimed that:

“I fell more active in class activity, but I still difficult to interact or participate actively by using English.”⁶

The next criterion for item 5 “Is learning English by using Natural Approach increase your knowledge about English?” represented about the influence of using Natural Approach to increase their knowledge or experiences about English. All students responded that their language store about English had increased which could get new materials about English. For this question, the example of Rahma Magfirah’s response:

“Yes, during teaching and learning process, I get new knowledge so now I know more about English.”⁷

The same opinion also was expressed by Sitti Fatimah:

“Yes, my knowledge about English is more increase when I learn English by using Natural Approach.”⁸

The last criterion was item 6 “Do you get difficulties during teaching and learning process by using Natural Approach?” which asked students’ obstacles during

⁵Rahmat Tahir, interviewed on Augusts 6th, 2018 in SMAN 4 Pinrang.

⁶Angryanti Ramadhani, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

⁷Rahma Magfirah, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

⁸Sitti Fatimah, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

the actions. There were 10 of 24 students said that they got difficulties to remember the pronunciation of some unfamiliar word. The example student's response as follow:

“Yes, I do. I cannot pronounce some words. It is difficult to remember the pronunciation.”⁹

After the action was conducted, the English teacher of XI IPA 1 which also acted as the researcher collaborator expressed her opinions about teaching and learning process by using Natural Approach. She claimed that:

“It is one of a good way in stimulating students to be active in the classroom. The material is good and class performance activities can improve their ability in English.”¹⁰

Next, after interview section, researcher and the collaborator conducted the reflection of this cycle.

4.1.1.4 Reflection

In this phase, the researcher and the teacher discussed about the conclusion after the action of cycle 1. Based on the result of observation and interview in cycle 1 had been analyzed that students' involvement during teaching and learning process by using Natural Approach had showed good results, but it was not achieve the target percentage yet. Many students were still passive and shy to express ideas through answer questions, give feedback and perform in front of the class. They were not familiarized with classroom interaction using English which still dominated by prominent students during three meetings. Students were still bided by conventional

⁹Nurul Azizah, interviewed on Augusts 2nd, 2018 in SMAN 4 Pinrang.

¹⁰Nasrah, S. Pd., interviewed on Augusts 6th, 2018 in teachers' room of SMAN 4 Pinrang.

teaching in their first grade. It could be seen from students' difficulties to interact with fellows or teacher.

However, students' activity mostly appeared in the third meeting, but in this case, students were encourage to be active and involve actively in class activity for whole meetings which targeted more 12 students for activity 2, 3, 4, 5, 6, 8 and 9 each meeting. Based on the interpretation, the researcher and collaborator consequently would conduct second cycle to create more interactive teaching and learning and decrease students who still passive in this cycle, so students' ability to interact within classroom interaction using English could be improved and better. Both the activities on the actions and materials should be stimulated students' motivation and participation during teaching and learning process of the next cycle.

4.1.2 Findings of Cycle 2

Based on the result of analysis data and reflection on cycle 1 by using Natural Approach, the actions had been done successfully but it were not achieve the maximal result yet. Students' motivation and involvement in class activity indeed were improve, but the accumulation of students who involve actively in the whole meetings was not attain unto target more 12 students for activity 2, 3, 4, 5, 6, 8 and 9 in each meeting. So, the researcher and collaborator decided that it was necessary to conduct second cycle as corrective step to get the optimal results.

4.1.2.1 Revised Plan

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher and collaborator modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to Natural Approach. There were not significant differences with the

previous lesson plan. However, there were some modifications in the second cycle; that were classroom management, the optimal students' activity during the actions, presenting material and the content of the materials itself. Beside of that, the researcher and collaborator also prepared observation checklist for noting the classroom activities

4.1.2.2 Action

In this cycle 2, the action had been conducted on August 13th, 15th, and 20th 2018. In teaching process, the researcher used three activity phases as well, those are: opening, main process, and closing. In detail, the following action in three meetings:

4.1.2.2.1 First meeting

On Monday, August 13th 2018 at 10.45-12.15, the first meeting was conducted. In this meeting, the researcher opened the class by greeting each other, asking students to pray, checking attendance list, re-arranged students group based on their seats. This re-arrangement was aim to build relationship with new fellows. Then, the researcher tried to refresh students' knowledge by reviewing material in cycle 1. After that, the researcher gave motivation for students to be more active and focus, also told them to feel enjoy during teaching and learning process.

The researcher re-explained about instructions material about TPR and giving addition about connected instructions to familiarize them about this material. The examples were little bit different with previous materials in the first meeting of cycle 1. Next, the researcher asked students' to give feedback about the material. Students looked enjoy to give answer and feedback during the action. They said then, the words quite familiar with them so they could easily to pronounce and remember all of

them. Students began the activity by performing single and connected instructions which controlled by the researcher.

Next, the researcher asked them to do all instructions in pairs. It would create interaction between them. The researcher chose six students who still passive during teaching and learning process to perform the instructions in pairs in front of the class. It helped to grow their confidence to produce English. The researcher gave feedback for them after finishing their performance such as correction and applauding.

After that, the researcher reviewed and students summarized today's material shortly. This section showed that students who enthusiastic during teaching and learning process increased. The researcher tried to find any obstacles that faced by students during teaching and learning process. However, students responded that they felt easier to get the materials today. For that, the researcher thanked for their participation & attention and greeted them then.

4.1.2.2.2 Second Meeting

The second meeting of this cycle was conducted on Wednesday, August 15th 2018 13.00-14.30. The class was begun as usual by greeting each other, asking students to pray, and checking attendance list, after that, the researcher reviewed related material of cycle 1. Students had improvement to involve during teaching and learning process. Moreover, some students who still passive in previous meetings, finally they looked more enthusiastic for being active in this meeting.

The researcher wrote and explained about Instruction Questions and One-word Answers Dialogue relating to a picture but in different examples with materials in the second meeting of cycle 1. Although, students were given the same material concept for this meeting, they still felt excited to learn because of presenting different

examples and pictures. They could comprehend explanation and some instructions in English without less translation. Next, students gave feedback after the explanation. In this meeting, many students had improvement to be active in asking or answering questions.

The main activity was begun by asking one student of each group to perform Question Instructions activity with their members. The researcher also asked them to perform the activity in pairs. Both of the activities were conducted to familiarize them with classroom interaction. After presenting Instruction Questions, the researcher moved to One-Word Answer Dialogue by showing some pictures and stimulated them to give responses about the pictures. The next activities were performing One-Word Answer Dialogue relating to a picture in pairs and, the researcher chose four students who still passive in the previous meeting to perform it in front of the class.

The researcher reviewed the material shortly before closing the class activity. For summarizing material, many students told their summary by their own perception. After that, the researcher gave students chance to express their difficulties during teaching and learning process. Students said that they could easier to catch the materials because they had been familiar with the material concept. Finally, the researcher was thanking for their participation to involve actively in teaching and learning process and greeting them then.

4.1.2.2.3 Third Meeting

The last meeting of this cycle was conducted on Monday, August 20th 2018 at 09.00-10.30. The class was opened by greeting each other between the researcher and students as usual, then, asking students to pray, and checking their attendance list.

The researcher gave students motivation to encourage them for being active, although they actually had the improvement in previous meetings.

The today's materials also talked about a kind of text, but for this meeting, the researcher chose Descriptive Text. This text could be stimulated students to express their ideas about places or people. The researcher explained the general concept of Descriptive Text and gave them the example of tourists place about Dutungan Island. This place was quite familiar for students so they looked excited for this material today. The activity was begun by reading the text together in the paper script which had been shared. Then, the researcher asked some students to read the text for their friends and stimulate them to find the translation of the text together by giving descriptions of each sentence.

After students knew about the meaning of the text, they were asked to find the main points in each paragraph of the text. Next, students performed re-telling story in front of the class about Dutungan Island based on the main points they had got. The other students tried to give responses about their friends' performances, such as the reason why she/he choose the sentences as the main point and if their improvisation when re-telling story suitable to represent the real meaning of the text. They performed it enthusiastically. Finally, the researcher gave correction or feedback after their performances.

Before closing the class, the researcher asked students to summarize the material today and asked their difficulties during teaching and learning process. Students felt enjoy during teaching and learning process, they could involve activity in class activity without being asked. Finally, the researcher closed the class activity by thanking for their excitement and greeting them.

4.1.2.3 Observation

This phase described about the result of observation checklist part A and part B, interview and questionnaire which analyzed before the researcher conducted the reflection.

4.1.2.3.1 The result of Observation Checklist

In the second cycle, generally the class condition was better than previous cycle. It could be seen from the result of observation checklists that students were able to involve actively during teaching and learning process.

Table 4.3 The Result of Observation Checklist

No.	Activity	Checklist Frequency	Percentage
1.	Teacher and students do some Opening Class Activities before beginning the learning process.	3	100%
2.	Students mostly talks in English during the teaching and learning process.	3	100%
3.	Students pay attention during the learning process.	3	100%
4.	Students do/perform the instructions from the teacher.	3	100%
5.	Students initiatively ask questions to the teacher.	3	100%
6.	Students initiatively answer the question from the teacher.	3	100%
7.	Students actively take parts in class activity.	3	100%
8.	Students have enthusiasm or motivation during the teaching and learning process	3	100%
9.	Students give feedback about the material and the teaching-learning process.	3	100%
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.	3	100%

Source: Data of Observation Checklist Part A in Cycle 2

The result of observation checklist part A showed higher percentage of each activity. All activities had been fulfilled for each meeting which students who were able to focus and pay attention in teaching and learning process. Moreover, students looked enthusiastic in each meeting which had an effect on their performance to involve actively in class activity.

They kept their participation to ask question or give answer and feedback which dominated by using English actively. Automatically, it proved that they had been familiarized with classroom interaction. Hence, it led a good result which students' interaction ability within classroom interaction was improved. The same cases also appeared in the result of observation checklist B.

Table 4.4 The Result of Observation Checklist Part B

No.	Activity	Meeting			Average Percentage
		1	2	3	
1.	Students' attendance.	21	22	25	100
2.	Student who pay attention during the learning process.	21	22	25	100
3.	Student who take parts in class activity.	19	20	25	93.79
4.	Student who give feedback.	14	15	18	68.94
5.	Student who answer question.	14	19	22	80.34
6.	Student who look enthusiastic during the learning process.	17	19	23	86.43
7.	Student who bother during the learning process.	1	-	-	4.76
8.	Student who give participation in doing assignments which have been given.	-	-	25	100
9.	Student who give conclusion about the material.	12	13	15	58.75

Source: Data of Observation Checklist Part B in Cycle 2

The table above showed the physical classroom activity had had a good progress for all activities of this cycle. For each meeting, the accumulations of students who pay attention reach 100% which equal with students who pay attention during teaching and learning process. All students focused to the explanation and follow the instructions so they could be easier to involve actively in classroom activity.

Many students were encouraged actively to take parts in class activity and give feedback or responses to the explanation and answer questions because they felt enthusiastic. Moreover, most of students tried to be conspicuous in teaching and learning process, they were stimulated to produce English and give conclusion about the material. In this cycle, activity 2, 3, 4, 5, 6, 8 and 9 had achieved the target which more 12 students in each meeting.

4.1.2.3.2 The result of Interview

The interview was conducted after last meeting of this cycle. The five criterions of the guide interview were represented by six questions. In this cycle, the respondents were 25 students. Item 1 as the first criterion contained question about students' feeling after conducting English teaching by using Natural Approach. All of them claimed that teaching English by using Natural Approach could make them happy and felt fun during teaching and learning process. They got many knowledge and new learning system that never been given by their teacher. The student' response as follow:

“I think it is fun. My knowledge about English is more increase because of performing some class activities are given by using English.”¹¹

¹¹Septiank, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

Another student had same opinion:

“I fell happy during teaching and learning process by using Natural Approach because I can learn English easily.”¹²

The next criterion for item 2 asked about the influence of using Natural Approach to encourage students to produce English. 25 students responded that they were able to produce English because the class activities had been encouraged them to use English within classroom interaction. For this question, the example responses of students were:

“Yes, learn English by using Natural Approach can make me more able to produce English. It also caused of the materials are presented by using English.”¹³

Alya Nurshafa Fadilah also responded that:

“Yes, the class activities during teaching and learning process encouraged me to produce English better.”¹⁴

Then, for item 3 and 4 which both of them represented the third criterion was about the influence of using Natural Approach for encouraging students to involve actively in giving participation. 25 students replied that they got encouragement to be active in giving participation so they were able to create interaction with fellows or teacher in class activity. The following examples of students' responses:

“I cannot passive anymore in class activity by using Natural Approach and interact with fellows or teacher during teaching and learning process.”¹⁵

Ade Aena also responded that:

¹²Avista Sunre, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

¹³Fuji Pramah, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

¹⁴Alya Nurshafa Fadilah, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

¹⁵Dian Safitri Bahri, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

“Yes, I can participate actively and I am encouraged to make interaction with my friends in teaching and learning process.”¹⁶

The same opinion also was claimed by Reski Mardiani:

“Yes, although, I have been taught English in previous grade, but for this time, I can be more stimulated to learn English.”¹⁷

Item 5 represented the fourth criterion which talked about the influence of the using Natural Approach to increase their knowledge or experiences about English. All students claimed that they got new vocabularies and experiences for new English learning atmosphere. It had directed them to know more about English than before.

Nurkhalisah said that:

“Yes, I get many knowledge after learn English by using Natural Approach and I can get many vocabularies.”¹⁸

Aini Nur Aghits also said that:

“Yes, I get many new vocabularies and get new knowledge that never been given before.”¹⁹

The last item which represented also the last criterion in this interview, it asked about students’ obstacles or problems during teaching and learning process.

Hamsia responded that:

“Yes, I do. I still got difficulties about the pronunciation of some words, although, I have been helped and guided to pronounce the words”²⁰

¹⁶Ade Aena, interviewed on Augusts 27th, 2018 in SMAN 4 Pinrang.

¹⁷Reski Mardiani, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

¹⁸Nurkhalisah, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

¹⁹Aini Nur Aghits, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

²⁰Hamsia, interviewed on Augusts 21st, 2018 in SMAN 4 Pinrang.

For this last item, 4 students honestly claimed that still difficult to pronounce some words correctly, although they had been guided to solve the problems in teaching and learning process.

In this case, the English teacher was also interviewed to know her opinion about the implementation of the actions so far. She responded that:

“I can see the improvement of students’ responses toward English and they look more enthusiastic in joining teaching and learning process. They are encouraged to do the class activities so it can be a new way to solve their boredom in the classroom and build an interactive teaching and learning process.”²¹

She also explained that Natural Approach could become such an innovative way to help teachers in increasing students’ motivation toward English.

4.1.2.3.3 Questionnaire

The questionnaire was used to support to the primary data after the researcher and collaborator considered a good result from this cycle. The researcher gave 10 items to be answered by 25 students. This questionnaire supplied alternative answers “yes” and “no” options.

Tabel 4.5 The results of Questionnaire

No.	Item Number	“Yes” answer	“No” answer
1.	1	25 students (100%)	-
2.	2	25 students (100%)	-
3.	3	25 students (100%)	-
4.	4	25 students (100%)	-

²¹Nasrah, S. Pd., interviewed on 22nd, 2018 in teachers’ room of SMAN 4 Pinrang.

5.	5	25 students (100%)	-
6.	6	20 students (80%)	5 students (20%)
7.	7	24 students (96%)	1 student (4%)
8.	8	24 students (96%)	1 student (4%)
9.	9	25 students (100%)	-
10.	10	4 students (16%)	21 students (84%)

Source: Data of Questionnaires

Item number 1 asked students' opinion whether the learning English by using Natural Approach was interesting and impressive for them or not. The whole students answered "yes" which showed that students interested and got impressive in learning English by using Natural Approach.

Question about whether students focused to learn English during teaching and learning process or not was item 2. For this item also, 25 students answered "yes". Based on the answer, it was clear that students felt enjoy in teaching and learning process.

Next question was item 3 which asked students' opinion whether they were easier to understand about English by using Natural Approach. The whole students chose the answer "yes". Their answers showed the successful of the presenting materials to students and their ability to catch the materials easily.

For item 4 asked about whether the using Natural Approach could encourage students to participate actively in class activity. 25 students answered this item with "yes", so it was clear that the using Natural Approach could improve students' ability to involve in teaching and learning process.

Item 5 asked whether the Natural Approach motivated students to do assignments or exercises. This item was answered “yes” by the whole students. It meant that the using Natural Approach motivated students to learn.

Next item was question about whether students were active to express their ideas by using Natural Approach in learning English. For this item, there were 20 students answered “yes”, meanwhile, 5 students answered “no”. Based on their answered, it was clear that the majority of students got the benefits of using Natural Approach to be active in expressing their ideas in teaching and learning process.

Item 7 asked whether the using of Natural Approach improved students’ ability to interact each other by using English. There are 24 students answered “yes” and only 1 student answered “no”. It was obvious that the learning English by using Natural Approach to improve and stimulate students in order to build interaction within classroom.

Both item 8 and 9 concerned about whether the using of Natural Approach stimulated students to be active in giving responses to the materials were given. Item 8 asked students’ responses to ask question which 24 students answered “yes” and 1 student answered “no”. And for item 9 which asked students’ responses to answer questions, the whole students claimed it by answering “yes”. It proved that students were active to give responses during teaching and learning process by using Natural Approach.

The last item asked whether students got any obstacles or difficulties during teaching and learning process by using Natural Approach. There are 4 students answered “yes” and 21 students answered “no” for this item. Based on the answers, majority of students felt enjoy to learn English by using Natural Approach.

4.1.2.4 Reflection

The reflection was carried out after analyzing the result of observation checklist, interview and questionnaire. In this cycle, the goal of the lesson was achieved. The researcher and collaborator felt satisfied because the implementation of the actions was done very well and students had significant improvement for their interaction ability. Classroom atmosphere was more alive because students were encouraged to involve actively and stimulated to give participation or responses during teaching and learning process.

It was indicated by the results of target achievement in observation checklist, the results of interview and questionnaire. Therefore, the researcher and collaborator decided to stop the cycle of Classroom Action Research because it had already succeeded.

Based on the explanation above, it could be assumed that the implementing Classroom Action Research in improving students' interaction ability by using Natural Approach was appropriate with the planning that had been discussed. Every action was planned as good as possible so that the teaching and learning activities could be accomplished well.

4.2 Discussion

This discussion deals the effectiveness of using Natural Approach to improve students' interaction ability at second grade of SMAN 4 Pinrang. The results of the research proved that Natural Approach was effective to improve students' interaction ability. Students had significant improvement after conducting the actions in two cycles. The use of Natural Approach was implemented in three meetings of each

cycle. The actions were conducted in three stages that were comprehension (pre-production), early production and speech emergence. For one stage was conducted in one meeting, hence, the action was in three meetings of each cycle.

In the Comprehension (Pre-production) stage, students participate in the language activity without having to respond in the target language. They were given some instructions or commands in TPR form. Students were provided to participate in communication activities with other learners. This communication occurred in interaction activities within classroom. Then, students were given experience silent period before producing the language. They should understand what they hear and make or guess any concept of the utterances they hear. Then, they respond the language by physical response and produce it when they familiar with it.

Next, in Early Production stage, students respond to questions by using a single words and short phrases. In this stage, students performed Instruction Questions and One-word answer dialogue relating to a picture. The last was Speech Emergence stage, for this stage the sentences that the students produce become longer and the use a wider range of vocabulary. Students involved themselves in re-telling performance which contribute personal information about students' experiences and participate in giving opinion or responses for the performances.

Those stages stimulated students to be active as well they were encouraged to involve their mind and gesture actively to do the whole classroom activities of each stage. It will aim them to familiarize with classroom interaction to avoid a passive teaching and learning process. Natural Approach helped students to learn how to produce English communicatively through interaction within classroom.

This interaction is defined as an exchange thought or idea and feeling process between two or more people verbally and non-verbally which occur within classroom. Certainly, students got some advantages from this classroom interaction. Students' communication improved through this interaction when they desired to use language as device communication. It became habits for them to produce language, make their language store was increase, such as vocabularies and better grammar order, not only for their knowledge but also students' social relationship with their fellows and teacher was built and more strong through this interaction. Moreover, this was such exercises for them which grew their confidence to show their language competence charmingly.

Students' interaction in the classroom was happened because of the class activities during the implementation of Natural Approach. During teaching and learning process, the types of classroom interaction appeared when teachers performed fronted classroom talk such as delivering material, giving instructions, motivations and advices or organizing drill in front of the whole students. It also appeared when teacher gave guidance or instruction to a student who needs more leading in joining the lesson. It became mutual interaction when a student asked clarification or more explanation which happened between individual student and teacher at the same time.

Student interacted to group of members was appeared when one of the members in a group performed class activities of a stage in another group members such as answering question or giving imperative instructions. During the teaching and learning process, teacher also participated to students' group work. It was used to stimulate their self-initiated interaction and chemistry among them in group, also

build their spirit in teamwork. In this process, pair work also was created to involve their partnership skill in performing dialogues or imperative drill form. And other types of classroom interaction which happened during the action was student-fronted class talk which a student performed re-tell story in front their fellows in order to build their skill in public speaking performance.

The discussion above was described about the role of the class activities which set in three stages. Those activities had brought up the progress of students' improvement in English teaching and learning process. It showed that students who passive during teaching and learning process were decreased after the implementation of the actions. Activity 2, students who pay attention during teaching and learning process had increased from 86.95% to 100%. Then, activity 3 which described about students who take parts in class activity increased from 63.76% to 93.79%. Next for activity 4 about students who give feedback showed the increasing from 39.12% to 68.94%. The activity 5 also had increased from 40.57% to 80.34%. Students who look enthusiastic during the actions had increased in cycle 2 which from 55.06% to 86.43%. For next activity which students who give conclusion about the material also increased from 37.67% to 58.75%. And other result for activity 7, it was about students who bother during teaching and learning process which had decreased from 7.24% to 4.76%.

The result of students' interviews in XI IPA 1 in cycle 1 and 2 showed that many students felt more encouraged to interact with fellows or teacher within classroom interaction by using English. They claimed that they were more able to involve actively in giving participation during teaching and learning process. Students got the ability after the using of Natural Approach in English class activity.

Students also confessed that they felt fun and happy, also found new knowledge and experiences during the actions.

The results of questionnaire also described that students were interested to learn English and encouraged to focus in teaching and learning process by using Natural Approach. They were able to understand the material easily and give participation or doing assignments actively. Moreover, most of them were stimulated to involve actively in teaching and learning process. Those descriptions indicated students' interaction ability by using Natural Approach was improved.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research “The effectiveness of Using Natural Approach to Improve Students’ Interaction Ability (A Classroom Action Research at Second Grade of SMAN 4 Pinrang)” was conducted in two cycles. Each cycle included four steps, were (1) Plan, (2) Action, (3) Observation & Analysis, and (4) Reflection. Based on the result findings, the writer concluded that the use of Natural Approach could improve students’ interaction ability. The students had high progress from cycle 1 to cycle 2.

The results described that students were more active to interact with fellows or teacher by using English so interactive teaching and learning process was built. They could participate in performing instructions and conveying responses during teaching and learning process. They were active and enthusiastic in giving feedback, answering questions, moreover, doing interaction within classroom activity. They were able to build interaction in order to communicate the language. Hence, an interactive and communicative teaching and learning could be created. Those results indicated that the using of Natural Approach in learning English was effective to improve students’ interaction ability at second grade of SMAN 4 Pinrang.

Furthermore, students were also motivated to learn English and encouraged to focus in teaching and learning process by using Natural Approach. They were able to understand the material easily and give participation or doing assignments actively. Every class activity of each Comprehension (Pre-production), Early

Production, and Speech Emergence stage in the two cycles encouraged them to involve actively in teaching and learning process. Those activities had brought up the progress of students' improvement in English teaching and learning process. It showed that students who passive during teaching and learning process were decreased after the implementation of the actions.

5.2 Suggestion

Regarding to this research, the writer would like to propose suggestion. Firstly for the teachers, they should choose some creative ways to make students more motivated, communicative, and active in joining the lesson. It is important to the teacher to create an enjoyable atmosphere and familiarization to the interaction within classroom of teaching learning process in order to make students eager to improve their English.

Secondly for students, they should take benefits from the implementation of Natural Approach to improve their English proficiency. Besides, they should courage themselves to be an active learner in the classroom, to discover what they do not know, and learn as much as possible.

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APPENDIX 1**LESSON PLAN FOR CYCLE 1**

School Name : SMAN 4 PINRANG

Class/Semester : XI IPA 1 / 1

Time Allocation : 6 x 45 minutes (3 Meetings)

A. Learning Objectives:

By the end of the lesson, students will be able to:

1. Comprehending and performing the instructions or commands of TPR.
2. Identify and comprehending the question instructions.
3. Performing dialogues related to describing pictures activity.
4. Performing in front of the class related to re-telling story activity.

B. Teaching approach : Natural Approach

C. Material, Sources, and Teaching aids

1. Material : Instructions of TPR, Instruction Questions, One-word Answer Dialogue relating to a picture & Recount text.
2. Sources : Books and Internet
3. Teaching aids : Pictures, School equipment

D. Instructional Media : Whiteboard, marker

E. Teaching Procedures:**1. First Meeting**

Opening (15 minutes)

- Greeting and asking student's condition;
- Praying;

- Checking students' attendance list;
- Explaining the learning purpose and the material description briefly;
- Dividing students into five groups; and
- Giving motivation to the students for being active and focus during the teaching and learning process.

Main Process (60 minutes)

- Explaining the material about Total Physical Response briefly;
- Giving and explaining some based- common instructions or commands in TPR (Imperative Drill);
- Giving chance for students to give feedback about the material whether if a questions or comments;
- Asking the whole students to do the instructions one by one;
- Asking one student of each group to act as instructor for other group to do the instructions;
- Giving puzzle games about parts of body for each group;
- Asking one student of each group to perform the instructions in front of the class; and
- Giving feedback to the students after finishing their performance.

Closing (15 minutes)

- Reviewing today's material;
- Asking students' difficulties during the teaching and learning process;
- Close the teaching and learning process.

2. Second Meeting

Opening (15 minutes)

- Greeting and asking student's condition;
- Praying;
- Checking students' attendance list;
- Reviewing the previous lesson;
- Explaining the learning purpose and the material description briefly; and
- Giving motivation to the students for being active and focus during the teaching and learning process.

Main Process (60 minutes)

- Explaining material about Instruction Questions and One-word Answer Dialogue relating to a picture;
- Giving and explaining some examples of Instruction Question and One-word Answer Dialogue relating to a picture;
- Giving chance for students to give feedback about the material whether if a questions or comments;
- Asking one student of each group to do Instruction Question activity with their members;
- Showing some pictures to the students and ask them to describe the pictures by using their own opinions;
- Asking two students of each group to perform the One-word Answer Dialogue relating to a picture activity in front of the class;
- Giving feedback to the students after finishing their performance.

Closing (15 minutes)

- Reviewing today's material;
- Asking students' difficulties during the teaching and learning process;
- Close the teaching and learning process.

3. Third Meeting

Opening (15 minutes)

- Greeting and asking student's condition;
- Praying;
- Checking students' attendance list;
- Reviewing the previous lesson;
- Explaining the learning purpose and the material description briefly; and
- Giving motivation to the students for being active and focus during the teaching and learning process.

Main Process (60 minutes)

- Explaining material about Recount text;
- Giving and explaining examples of Recount text;
- Giving chance for students to give feedback about the material whether a questions or comments;
- Asking students to make a paragraph of Recount text about their memorable experience;
- Asking students to improvise in re-telling their memorable experience in front of the class expressively and stimulates other students to give responses to their friend's performance; and

- Giving feedback for each student after finishing their performance.

Closing (15 minutes)

- Reviewing the whole material in this cycle;
- Asking students' difficulties during the teaching and learning process;
- Close the teaching and learning process.

F. The Technique:

- Drill (TPR)
- Question and Answer
- Describing Pictures
- Re-tell story about their memorable experiences

Parepare, July 17th 2018

English Teacher,

Researcher,

NASRAH, S. PD.

DESY LESTARY

NIP. 196807271992032012

Reg. Num. 14.1300.020

LESSON PLAN FOR CYCLE 2

School Name : SMAN 4 PINRANG

Class/Semester : XI IPA 1 / 1

Time Allocation : 6 x 45 minutes (3 Meetings)

A. Learning Objectives:

By the end of the lesson, students will be able to:

1. Comprehending and performing the single and connected instructions of TPR.
2. Identify and comprehending the question instructions.
3. Performing dialogues related to describing pictures activity.
4. Comprehending about the main points of a text and performing re-telling text activity in front of the class

B. Teaching approach : Natural Approach

C. Material, Sources, and Teaching aids

1. Material : Single and Connected Instructions of TPR, Instruction Questions, One-word Answer Dialogue relating to a picture & Descriptive Text.
4. Sources : Books and Internet
5. Teaching aids : Pictures, School equipment, Script

D. Instructional Media : Whiteboard, marker

E. Teaching Procedures:

1. First Meeting

Opening (15 minutes)

- Greeting and asking student's condition;

- Praying;
- Checking students' attendance list;
- Re-arranged groups based on seats;
- Reviewing related material from Cycle 1 briefly;
- Explaining the learning purpose and the material description briefly; and
- Giving motivation to the students for being active and focus during the teaching and learning process.

Main Process (60 minutes)

- Reviewing material about instructions of TPR and explaining about connected instructions of TPR;
- Giving and explaining some based- common single and connected instructions in TPR (Imperative Drill);
- Giving chance for students to give feedback about the material whether a questions or comments;
- Asking the whole students to do the single instructions one by one;
- Asking the whole students to do the connected instructions;
- Asking the whole students to do the instructions in pairs;
- Asking six students to perform the instructions in pairs in front of the class; and
- Giving feedback to the students after finishing their performance;

Closing (15 minutes)

- Reviewing today's material;
- Asking students' difficulties during the teaching and learning process;

- Close the teaching and learning process.

2. Second Meeting

Opening (15 minutes)

- Greeting and asking student's condition;
- Praying;
- Checking students' attendance list;
- Reviewing the previous lesson;
- Explaining the learning purpose and the material description briefly; and
- Giving motivation to the students for being active and focus during the teaching and learning process.

Main Process (60 minutes)

- Reviewing material about Instruction Question and One-word Answer Dialogue relating to a picture;
- Giving and explaining some examples of Instruction Question and One-word Answer Dialogue relating to a picture;
- Giving chance for students to give feedback about the material whether a questions or comments;
- Asking one students of each group to do Instruction Question activity with their members;
- Asking students to do Instruction Question activity in pairs;
- Showing some pictures to the students and ask them to describe the pictures by using their own opinions;

- Asking the whole students to perform the One-word Answer Dialogue relating to a picture in pairs;
- Asking four students to perform the One-word Answer Dialogue relating to a picture in pairs in front of the class; and
- Giving feedback to the students after finishing their performance.

Closing (15 minutes)

- Reviewing today's material;
- Asking students' difficulties during the teaching and learning process;
- Close the teaching and learning process.

3. Third Meeting

Opening (15 minutes)

- Greeting and asking student's condition;
- Praying;
- Checking students' attendance list;
- Reviewing the previous lesson;
- Explaining the learning purpose and the material description briefly; and
- Giving motivation to the students for being active and focus during the teaching and learning process.

Main Process (60 minutes)

- Explaining material about Descriptive text.
- Giving and explaining examples of Descriptive text.
- Reading a text about Dutungan Island with all students;
- Asking students to read the text'

- Stimulating students to translate the text;
- Asking students to find the main points of the text;
- Asking students to improvise in re-telling the text in front of the class based on the main points that they found and stimulates other students to give responses to their friend's performance.
- Giving feedback for each student after finishing their performance.

Closing (15 minutes)

- Reviewing the whole materials in this cycle;
- Asking students' difficulties during the teaching and learning process;
- Close the teaching and learning process.

4. The Technique:

- Drill (TPR)
- Question and Answer
- Describing Pictures
- Re-telling text of Descriptive text

Parepare, August 1st 2018

English Teacher,

Researcher,

NASRAH, S. PD.

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DESY LESTARY

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APPENDIX 2

OBSERVATION CHECKLIST PART A

Meeting/Cycle : 1/1

Day/Date : Tuesday, July 24th 2018

Check each item in the column that most clearly represents your observation.

No.	Activity	Implementation	
		Yes	No
1.	Teacher and students do some Opening Class Activities before beginning the teaching and learning process.	✓	
2.	Students mostly talks in English during the learning process.		✓
3.	Students pay attention during the teaching and learning process.	✓	
4.	Students do/perform the instructions from the teacher.		✓
5.	Students initiatively ask questions to the teacher.		✓
6.	Students initiatively answer the question from the teacher.		✓
7.	Students actively take parts in class activity.		✓
8.	Students have enthusiasm or motivation during the teaching and learning process.		✓
9.	Students give feedback about the material and teaching-learning process.		✓
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.		✓

OBSERVATION CHECKLIST PART A

Meeting/Cycle : 2/1

Day/Date : Monday, July 30th 2018

Check each item in the column that most clearly represents your observation.

No.	Activity	Implementation	
		Yes	No
1.	Teacher and students do some Opening Class Activities before beginning the teaching and learning process.	✓	
2.	Students mostly talks in English during the learning process.		✓
3.	Students pay attention during the teaching and learning process.	✓	
4.	Students do/perfrom the instructions from the teacher.	✓	
5.	Students initiatively ask questions to the teacher.		✓
6.	Students initiatively answer the question from the teacher.		✓
7.	Students actively take parts in class activity.	✓	
8.	Students have enthusiasm or motivation during the teaching and learning process.	✓	
9.	Students give feedback about the material and teaching-learning process.		✓
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.		✓

OBSERVATION CHECKLIST PART A

Meeting/Cycle : 3/1

Day/Date : Tuesday, July 31st 2018

Check each item in the column that most clearly represents your observation.

No.	Activity	Implementation	
		Yes	No
1.	Teacher and students do some Opening Class Activities before beginning the teaching and learning process.	✓	
2.	Students mostly talks in English during the learning process.	✓	
3.	Students pay attention during the teaching and learning process.	✓	
4.	Students do/perfrom the instructions from the teacher.	✓	
5.	Students initiatively ask questions to the teacher.	✓	
6.	Students initiatively answer the question from the teacher.	✓	
7.	Students actively take parts in class activity.	✓	
8.	Students have enthusiasm or motivation during the teaching and learning process.	✓	
9.	Students give feedback about the material and teaching-learning process.	✓	
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.	✓	

OBSERVATION CHECKLIST PART A

Meeting/Cycle : 1/2

Day/Date : Monday, August 13th 2018

Check each item in the column that most clearly represents your observation.

No.	Activity	Implementation	
		Yes	No
1.	Teacher and students do some Opening Class Activities before beginning the teaching and learning process.	✓	
2.	Students mostly talks in English during the learning process.	✓	
3.	Students pay attention during the teaching and learning process.	✓	
4.	Students do/perform the instructions from the teacher.	✓	
5.	Students initiatively ask questions to the teacher.	✓	
6.	Students initiatively answer the question from the teacher.	✓	
7.	Students actively take parts in class activity.	✓	
8.	Students have enthusiasm or motivation during the teaching and learning process.	✓	
9.	Students give feedback about the material and teaching-learning process.	✓	
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.	✓	

OBSERVATION CHECKLIST PART A

Meeting/Cycle : 2/2

Day/Date : Wednesday, August 15th 2018

Check each item in the column that most clearly represents your observation.

No.	Activity	Implementation	
		Yes	No
1.	Teacher and students do some Opening Class Activities before beginning the teaching and learning process.	✓	
2.	Students mostly talks in English during the learning process.	✓	
3.	Students pay attention during the teaching and learning process.	✓	
4.	Students do/perfrom the instructions from the teacher.	✓	
5.	Students initiatively ask questions to the teacher.	✓	
6.	Students initiatively answer the question from the teacher.	✓	
7.	Students actively take parts in class activity.	✓	
8.	Students have enthusiasm or motivation during the teaching and learning process.	✓	
9.	Students give feedback about the material and teaching-learning process.	✓	
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.	✓	

OBSERVATION CHECKLIST PART A

Meeting/Cycle : 3/2

Day/Date : Monday, August 20th 2018

Check each item in the column that most clearly represents your observation.

No.	Activity	Implementation	
		Yes	No
1.	Teacher and students do some Opening Class Activities before beginning the teaching and learning process.	✓	
2.	Students mostly talks in English during the learning process.	✓	
3.	Students pay attention during the teaching and learning process.	✓	
4.	Students do/perfrom the instructions from the teacher.	✓	
5.	Students initiatively ask questions to the teacher.	✓	
6.	Students initiatively answer the question from the teacher.	✓	
7.	Students actively take parts in class activity.	✓	
8.	Students have enthusiasm or motivation during the teaching and learning process.	✓	
9.	Students give feedback about the material and teaching-learning process.	✓	
10.	Teacher and students summarize materials have learned before closing the teaching and learning process.	✓	

OBSERVATION CHECKLIST PART B

Meeting/ Cycle : 1/1

Day/Date : Tuesday, July 24th 2018

A. Direction

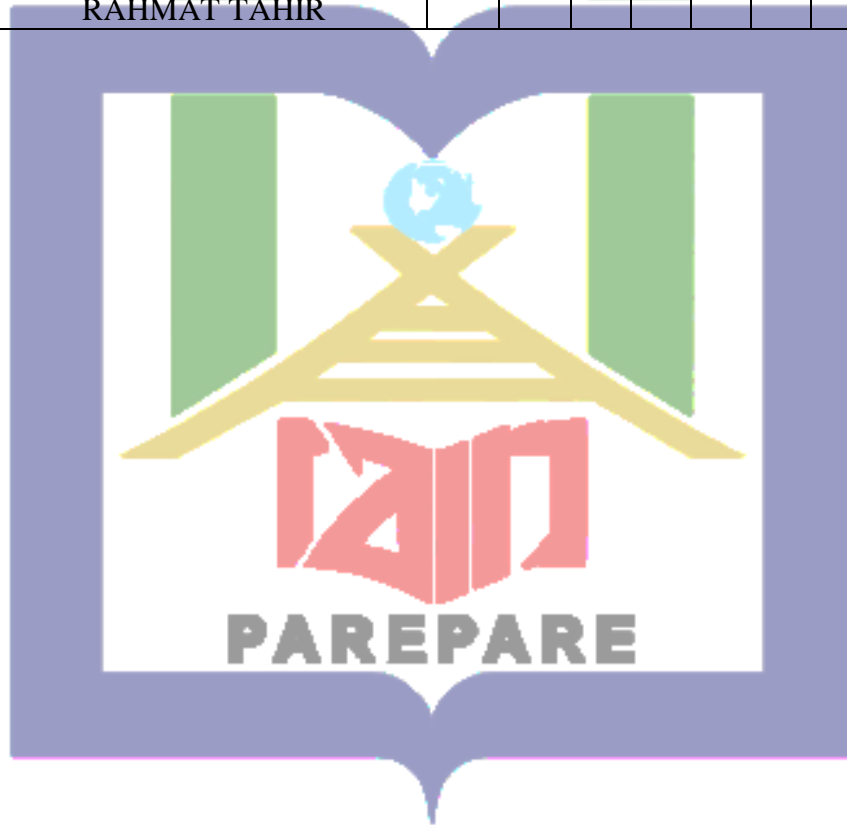
1. Observation was taken during the English teaching-learning process by using Natural Approach to improve students' interaction ability.
2. Observer gave (✓) in the appropriate columns.

B. Observation checklist of students' activities was categorized as follow:

1. Students' attendance.
2. Student who pay attention during the learning process.
3. Student who take parts in class activity.
4. Student who give feedback.
5. Student who answer question.
6. Student who look enthusiastic during the learning process.
7. Student who bother during the learning process.
8. Student who give participation in doing assignments which have been given.
9. Student who give conclusion about the material.

No .	NAME	ACTIVITY								
		1	2	3	4	5	6	7	8	9
1.	ANGRYANTI RAMADHANI	✓	✓	✓					✓	
2.	RESKI MARDIANI	✓	✓	✓			✓		✓	
3.	AVISTA SUNRE	✓	✓						✓	
4.	DIAN SAFITRI BAHRI	✓	✓	✓	✓	✓	✓		✓	✓
5.	NURHAKIMAH	✓	✓	✓			✓		✓	
6.	AYU NURSHAF A FADHILA	S	-	-	-	-	-	-	-	-
7.	ALYA OKTAVIA SUNDARY	✓	✓	✓					✓	✓
8.	AINI NUR AGHITS	✓	✓	✓	✓	✓	✓		✓	
9.	DWI ARIANTI HASANAH	✓	✓	✓			✓		✓	✓
10.	NUR ALDA SYAPUTRI	I	-	-	-	-	-	-	-	-
11.	NURUL AZIZAH	✓	✓						✓	
12.	ADE AENA	✓	✓						✓	
13.	RAHMA MAGFIRA	✓		✓					✓	
14.	SITTI FATIMAH	✓	✓						✓	
15.	SALWA RINDU ARINI SYAM	✓		✓					✓	
16.	RISMA HIDAYANTI	✓		✓			✓		✓	
17.	HAMSIA	✓	✓	✓			✓		✓	
18.	NURHALIZAH	✓	✓	✓	✓	✓	✓		✓	✓

19.	MUH. NAUFAL AL ISLAMI	✓	✓						✓	
20.	SEPTIANK	✓	✓						✓	
21.	MUH. ARDIANSYAH	✓						✓	✓	
22.	RIJAL ADRI	✓						✓	✓	
23.	FUJI PRAMAH	✓	✓	✓	✓	✓	✓		✓	✓
24.	ARIF WAHYUDI	✓		✓			✓		✓	
25.	RAHMAT TAHIR	✓	✓						✓	



OBSERVATION CHECKLIST PART B

Meeting/ Cycle : 2/1

Day/Date : Monday, July 30th 2018

A. Direction

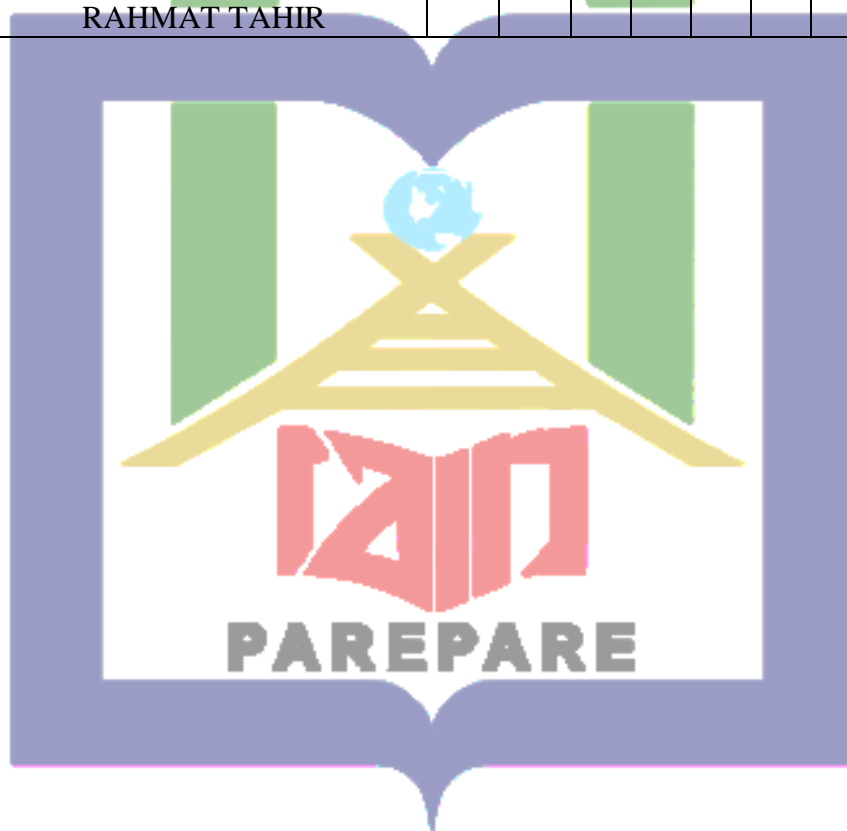
1. Observation was taken during the English teaching-learning process by using Natural Approach to improve students' interaction ability.
2. Observer gave (✓) in the appropriate columns.

B. Observation checklist of students' activities was categorized as follow:

1. Students' attendance.
2. Student who pay attention during the learning process.
3. Student who take parts in class activity.
4. Student who give feedback.
5. Student who answer question.
6. Student who look enthusiastic during the learning process.
7. Student who bother during the learning process.
8. Student who give participation in doing assignments which have been given.
9. Student who give conclusion about the material.

No .	NAME	ACTIVITY								
		1	2	3	4	5	6	7	8	9
1.	ANGRYANTI RAMADHANI	✓	✓						–	
2.	RESKI MARDIANI	✓	✓	✓	✓	✓	✓		–	✓
3.	AVISTA SUNRE	✓	✓						–	
4.	DIAN SAFITRI BAHRI	✓	✓	✓	✓	✓	✓		–	✓
5.	NURHAKIMAH	✓	✓	✓			✓		–	
6.	AYU NURSHAF A FADHILA	✓	✓	✓		✓	✓		–	✓
7.	ALYA OKTAVIA SUNDARY	✓	✓	✓					–	
8.	AINI NUR AGHITS	✓	✓	✓	✓	✓	✓		–	✓
9.	DWI ARIANTI HASANAH	✓	✓	✓			✓		–	
10.	NUR ALDA SYAPUTRI	I	–	–	–	–	–	–	–	–
11.	NURUL AZIZAH	S	–	–	–	–	–	–	–	–
12.	ADE AENA	✓	✓	✓	✓	✓	✓		–	✓
13.	RAHMA MAGFIRA	✓	✓						–	
14.	SITTI FATIMAH	✓	✓	✓	✓	✓	✓		–	
15.	SALWA RINDU ARINI SYAM	✓	✓	✓		✓			–	
16.	RISMA HIDAYANTI	✓	✓	✓	✓		✓		–	✓
17.	HAMSIA	✓	✓	✓	✓		✓		–	✓
18.	NURHALIZAH	✓	✓	✓	✓	✓	✓		–	✓

19.	MUH. NAUFAL AL ISLAMI	✓	✓						-	
20.	SEPTIANK	✓	✓						-	
21.	MUH. ARDIANSYAH	✓						✓	-	
22.	RIJAL ADRI	✓						✓	-	
23.	FUJI PRAMAH	✓	✓	✓	✓	✓	✓		-	✓
24.	ARIF WAHYUDI	✓	✓	✓	✓		✓		-	
25.	RAHMAT TAHIR	✓	✓						-	



OBSERVATION CHECKLIST PART B

Meeting/ Cycle : 3/1

Day/Date : Tuesday, July 31st 2018

A. Direction

1. Observation was taken during the English teaching-learning process by using Natural Approach to improve students' interaction ability.
2. Observer gave (✓) in the appropriate columns.

B. Observation checklist of students' activities was categorized as follow:

1. Students' attendance.
2. Student who pay attention during the learning process.
3. Student who take parts in class activity.
4. Student who give feedback (questions, comments or suggestions).
5. Student who answer question.
6. Student who look enthusiastic during the learning process.
7. Student who bother during the learning process.
8. Student who give participation in doing assignments which have been given.
9. Student who give conclusion about the material.

No .	NAME	ACTIVITY								
		1	2	3	4	5	6	7	8	9
1.	ANGRYANTI RAMADHANI	✓	✓	✓		✓	✓		✓	✓
2.	RESKI MARDIANI	✓	✓	✓	✓	✓	✓		✓	✓
3.	AVISTA SUNRE	✓	✓			✓			✓	✓
4.	DIAN SAFITRI BAHRI	✓	✓	✓	✓	✓	✓		✓	✓
5.	NURHAKIMAH	✓	✓	✓		✓	✓		✓	
6.	AYU NURSHAFI FADHILA	✓	✓	✓	✓	✓	✓		✓	
7.	ALYA OKTAVIA SUNDARY	✓	✓	✓					✓	
8.	AINI NUR AGHITS	✓	✓	✓	✓	✓	✓		✓	✓
9.	DWI ARIANTI HASANAH	✓	✓		✓	✓	✓		✓	
10.	NUR ALDA SYAPUTRI	I	-	-	-	-	-	-	-	-
11.	NURUL AZIZAH	✓	✓			✓			✓	
12.	ADE AENA	✓	✓	✓	✓	✓	✓		✓	✓
13.	RAHMA MAGFIRA	✓	✓						✓	
14.	SITTI FATIMAH	✓	✓	✓	✓	✓	✓		✓	
15.	SALWA RINDU ARINI SYAM	✓	✓	✓					✓	
16.	RISMA HIDAYANTI	✓	✓	✓	✓		✓		✓	✓
17.	HAMSIA	✓	✓	✓	✓	✓	✓		✓	✓
18.	NURHALIZAH	✓	✓	✓	✓	✓	✓		✓	✓

19.	MUH. NAUFAL AL ISLAMI	✓	✓	✓	✓	✓	✓		✓	✓
20.	SEPTIANK	✓	✓		✓		✓		✓	✓
21.	MUH. ARDIANSYAH	✓						✓	✓	
22.	RIJAL ADRI	✓							✓	
23.	FUJI PRAMAH	I	-	-	-	-	-	-	-	-
24.	ARIF WAHYUDI	✓	✓	✓	✓	✓	✓		✓	✓
25.	RAHMAT TAHIR	✓	✓						✓	✓



OBSERVATION CHECKLIST PART B

Meeting/ Cycle : 1/2

Day/Date : Monday, August 13th 2018

A. Direction

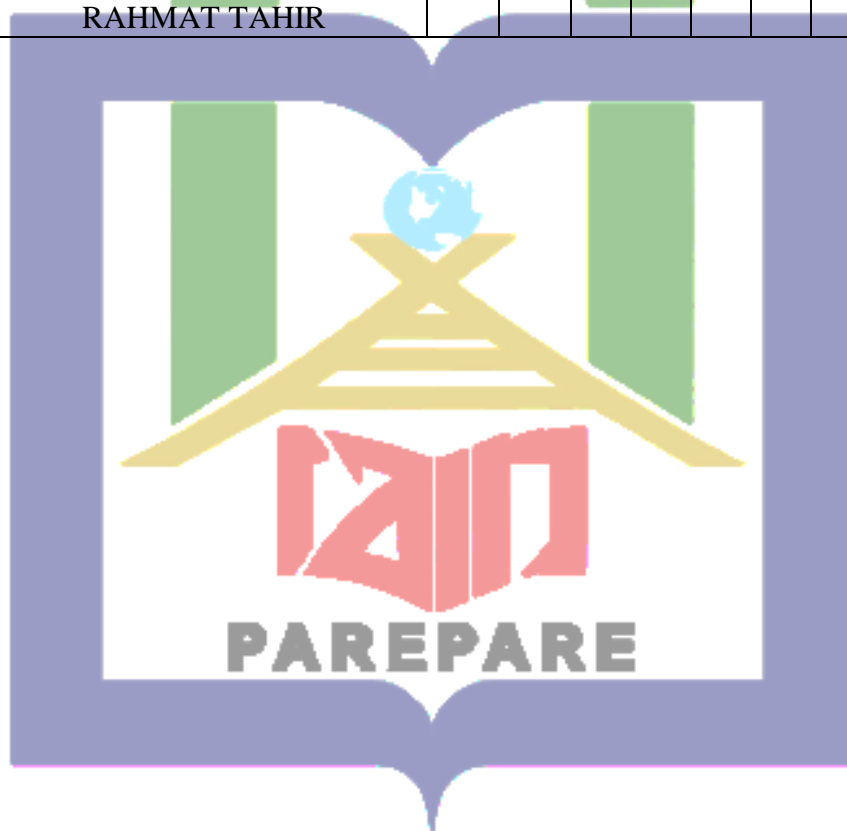
1. Observation was taken during the English teaching-learning process by using Natural Approach to improve students' interaction ability.
2. Observer gave (✓) in the appropriate columns.

B. Observation checklist of students' activities was categorized as follow:

1. Students' attendance.
2. Student who pay attention during the learning process.
3. Student who take parts in class activity.
4. Student who give feedback.
5. Student who answer question.
6. Student who look enthusiastic during the learning process.
7. Student who bother during the learning process.
8. Student who give participation in doing assignments which have been given.
9. Student who give conclusion about the material.

No .	NAME	ACTIVITY								
		1	2	3	4	5	6	7	8	9
1.	ANGRYANTI RAMADHANI	✓	✓	✓			✓		–	
2.	RESKI MARDIANI	✓	✓	✓	✓	✓	✓		–	✓
3.	AVISTA SUNRE	✓	✓		✓	✓			–	
4.	DIAN SAFITRI BAHRI	✓	✓	✓	✓	✓	✓		–	✓
5.	NURHAKIMAH	A	–	–	–	–	–	–	–	–
6.	AYU NURSHAFI FADHILA	✓	✓	✓	✓	✓	✓		–	✓
7.	ALYA OKTAVIA SUNDARY	✓	✓	✓	✓	✓	✓		–	✓
8.	AINI NUR AGHITS	✓	✓	✓	✓	✓	✓		–	
9.	DWI ARIANTI HASANAH	✓	✓	✓	✓	✓	✓		–	✓
10.	NUR ALDA SYAPUTRI	I	–	–	–	–	–	–	–	–
11.	NURUL AZIZAH	✓	✓	✓			✓		–	✓
12.	ADE AENA	✓	✓	✓	✓	✓	✓		–	✓
13.	RAHMA MAGFIRA	✓	✓						–	
14.	SITTI FATIMAH	✓	✓	✓	✓	✓	✓		–	✓
15.	SALWA RINDU ARINI SYAM	✓	✓	✓			✓		–	
16.	RISMA HIDAYANTI	✓	✓	✓	✓		✓		–	
17.	HAMSIA	✓	✓	✓	✓	✓	✓		–	✓
18.	NURHALIZAH	✓	✓	✓	✓	✓	✓		–	✓

19.	MUH. NAUFAL AL ISLAMI	✓	✓	✓	✓	✓	✓		-	✓
20.	SEPTIANK	✓	✓	✓		✓	✓		-	
21.	MUH. ARDIANSYAH	✓	✓	✓				✓	-	
22.	RIJAL ADRI	✓	✓	✓					-	
23.	FUJI PRAMAH	I	-	-	-	-	-	-	-	-
24.	ARIF WAHYUDI	A	-	-	-	-	-	-	-	-
25.	RAHMAT TAHIR	✓	✓	✓	✓		✓		-	✓



OBSERVATION CHECKLIST PART B

Meeting/ Cycle : 2/2

Day/Date : Wednesday, August 15th 2018

A. Direction

1. Observation was taken during the English teaching-learning process by using Natural Approach to improve students' interaction ability.
2. Observer gave (✓) in the appropriate columns.

B. Observation checklist of students' activities was categorized as follow:

1. Students' attendance.
2. Student who pay attention during the learning process.
3. Student who take parts in class activity.
4. Student who give feedback.
5. Student who answer question.
6. Student who look enthusiastic during the learning process.
7. Student who bother during the learning process.
8. Student who give participation in doing assignments which have been given.
9. Student who give conclusion about the material.

No .	NAME	ACTIVITY								
		1	2	3	4	5	6	7	8	9
1.	ANGRYANTI RAMADHANI	✓	✓	✓	✓				–	
2.	RESKI MARDIANI	✓	✓	✓	✓	✓	✓		–	✓
3.	AVISTA SUNRE	✓	✓	✓		✓	✓		–	
4.	DIAN SAFITRI BAHRI	✓	✓	✓	✓	✓	✓		–	✓
5.	NURHAKIMAH	✓	✓	✓	✓	✓	✓		–	✓
6.	AYU NURSHAF A FADHILA	✓	✓	✓	✓	✓	✓		–	✓
7.	ALYA OKTAVIA SUNDARY	✓	✓	✓		✓	✓		–	
8.	AINI NUR AGHITS	✓	✓	✓	✓	✓	✓		–	✓
9.	DWI ARIANTI HASANAH	✓	✓	✓	✓	✓	✓		–	
10.	NUR ALDA SYAPUTRI	I	–	–	–	–	–	–	–	–
11.	NURUL AZIZAH	✓	✓			✓	✓		–	✓
12.	ADE AENA	✓	✓	✓	✓	✓	✓		–	
13.	RAHMA MAGFIRA	✓	✓	✓					–	
14.	SITTI FATIMAH	✓	✓	✓	✓	✓	✓		–	✓
15.	SALWA RINDU ARINI SYAM	✓	✓			✓	✓		–	✓
16.	RISMA HIDAYANTI	✓	✓	✓	✓	✓	✓		–	✓
17.	HAMSIA	✓	✓	✓	✓	✓	✓		–	✓
18.	NURHALIZAH	✓	✓	✓	✓	✓	✓		–	✓

19.	MUH. NAUFAL AL ISLAMI	✓	✓	✓	✓	✓	✓		-	✓
20.	SEPTIANK	✓	✓	✓	✓	✓	✓		-	✓
21.	MUH. ARDIANSYAH	✓	✓	✓				✓	-	
22.	RIJAL ADRI	✓	✓	✓			✓		-	
23.	FUJI PRAMAH	I	-	-	-	-	-	-	-	-
24.	ARIF WAHYUDI	A	-	-	-	-	-	-	-	-
25.	RAHMAT TAHIR	✓	✓	✓	✓	✓	✓		-	✓



OBSERVATION CHECKLIST PART B

Meeting/ Cycle : 3/2

Day/Date : Monday, August 20th 2018

A. Direction

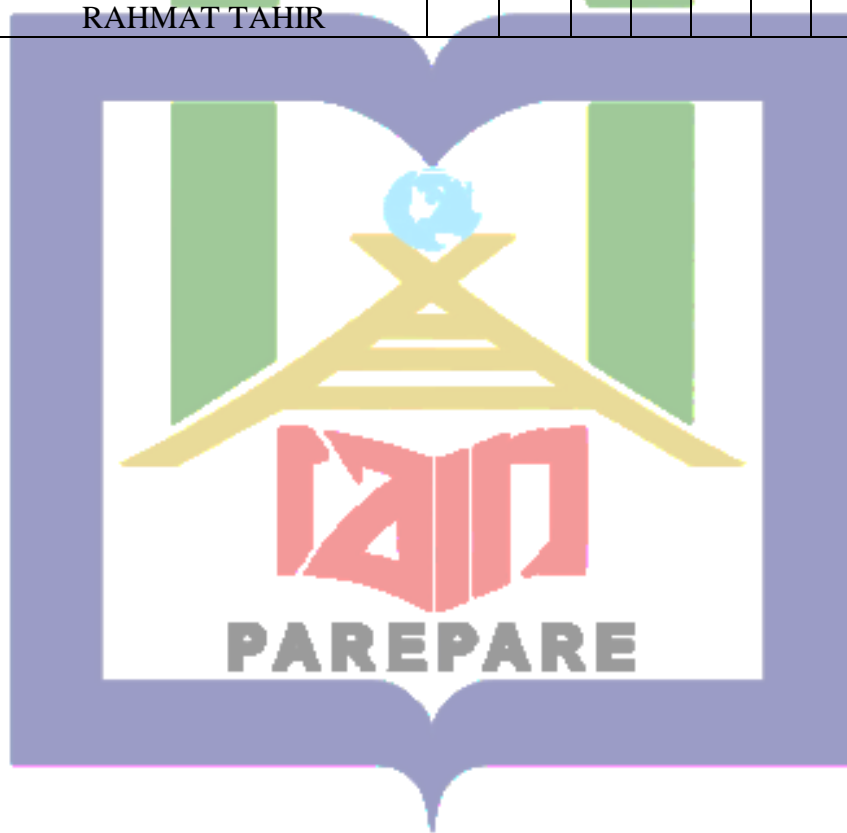
1. Observation was taken during the English teaching-learning process by using Natural Approach to improve students' interaction ability.
2. Observer gave (✓) in the appropriate columns.

B. Observation checklist of students' activities was categorized as follow:

1. Students' attendance.
2. Student who pay attention during the learning process.
3. Student who take parts in class activity.
4. Student who give feedback.
5. Student who answer question.
6. Student who look enthusiastic during the learning process.
7. Student who bother during the learning process.
8. Student who give participation in doing assignments which have been given.
9. Student who give conclusion about the material.

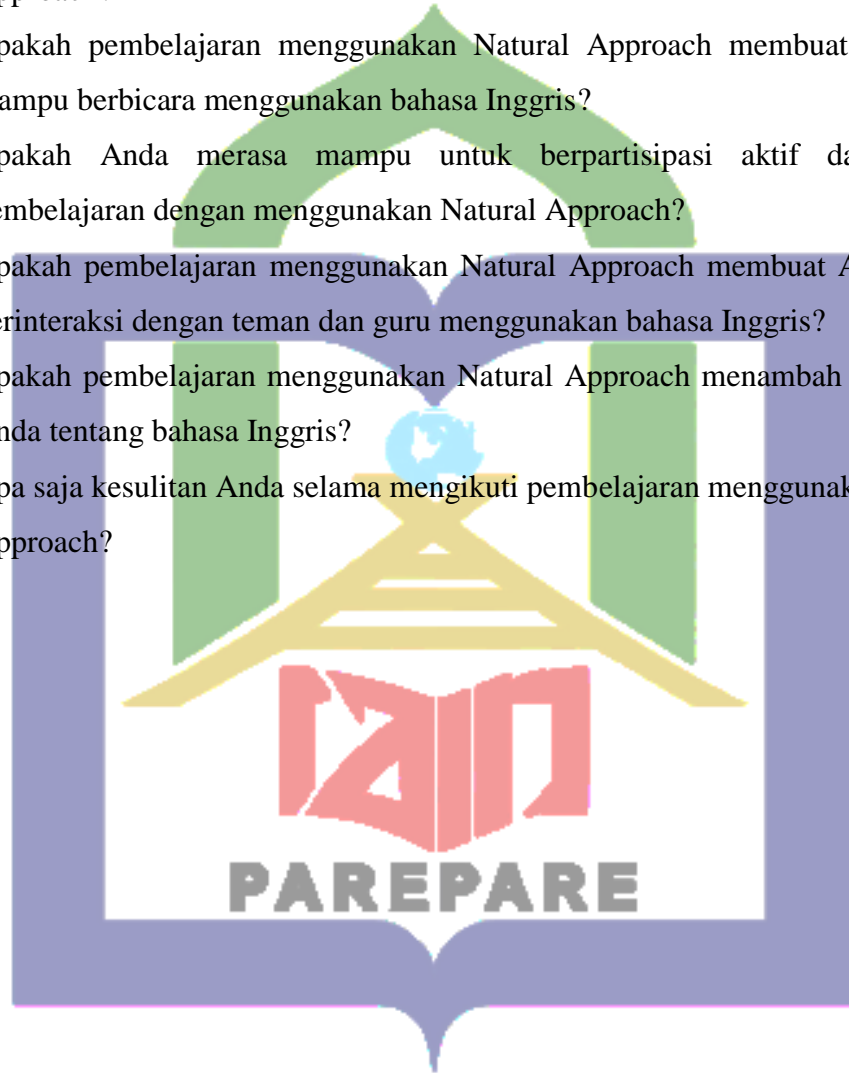
No .	NAME	ACTIVITY								
		1	2	3	4	5	6	7	8	9
1.	ANGRYANTI RAMADHANI	✓	✓	✓		✓	✓		✓	
2.	RESKI MARDIANI	✓	✓	✓	✓	✓	✓		✓	✓
3.	AVISTA SUNRE	✓	✓	✓		✓	✓		✓	✓
4.	DIAN SAFITRI BAHRI	✓	✓	✓	✓	✓	✓		✓	✓
5.	NURHAKIMAH	✓	✓	✓	✓	✓	✓		✓	✓
6.	AYU NURSHAF A FADHILA	✓	✓	✓	✓	✓	✓		✓	✓
7.	ALYA OKTAVIA SUNDARY	✓	✓	✓	✓	✓	✓		✓	
8.	AINI NUR AGHITS	✓	✓	✓	✓	✓	✓		✓	✓
9.	DWI ARIANTI HASANAH	✓	✓	✓	✓	✓	✓		✓	✓
10.	NUR ALDA SYAPUTRI	✓	✓	✓	✓	✓	✓		✓	✓
11.	NURUL AZIZAH	✓	✓	✓		✓	✓		✓	
12.	ADE AENA	✓	✓	✓	✓	✓	✓		✓	✓
13.	RAHMA MAGFIRA	✓	✓	✓		✓			✓	
14.	SITTI FATIMAH	✓	✓	✓	✓	✓	✓		✓	✓
15.	SALWA RINDU ARINI SYAM	✓	✓	✓			✓		✓	
16.	RISMA HIDAYANTI	✓	✓	✓	✓	✓	✓		✓	
17.	HAMSIA	✓	✓	✓	✓	✓	✓		✓	✓
18.	NURHALIZAH	✓	✓	✓	✓	✓	✓		✓	✓

19.	MUH. NAUFAL AL ISLAMI	✓	✓	✓	✓	✓	✓		✓	
20.	SEPTIANK	✓	✓	✓	✓	✓	✓		✓	
21.	MUH. ARDIANSYAH	✓	✓	✓					✓	
22.	RIJAL ADRI	✓	✓	✓			✓		✓	
23.	FUJI PRAMAH	✓	✓	✓	✓	✓	✓		✓	✓
24.	ARIF WAHYUDI	✓	✓	✓	✓	✓	✓		✓	✓
25.	RAHMAT TAHIR	✓	✓	✓	✓	✓	✓		✓	✓



APPENDIX 3**INTERVIEW GUIDE**

1. Apa yang Anda rasakan ketika belajar bahasa Inggris menggunakan Natural Approach?
2. Apakah pembelajaran menggunakan Natural Approach membuat Anda lebih mampu berbicara menggunakan bahasa Inggris?
3. Apakah Anda merasa mampu untuk berpartisipasi aktif dalam proses pembelajaran dengan menggunakan Natural Approach?
4. Apakah pembelajaran menggunakan Natural Approach membuat Anda mampu berinteraksi dengan teman dan guru menggunakan bahasa Inggris?
5. Apakah pembelajaran menggunakan Natural Approach menambah pengetahuan Anda tentang bahasa Inggris?
6. Apa saja kesulitan Anda selama mengikuti pembelajaran menggunakan Natural Approach?



APPENDIX 4

QUESTIONNAIRE

THE EFFECTIVENESS OF USING NATURAL APPROACH TO IMPROVE
STUDENTS' INTERACTION ABILITY

(A Classroom Action Research at Second Grade of SMAN 4 Pinrang)

A. Identitas Responden:

Nama :

Nis :

Kelas :

B. Petunjuk:

1. Pada angket ini terdapat 10 pertanyaan yang akan menggambarkan respon siswa dalam pembelajaran bahasa Inggris menggunakan Pendekatan Natural (Natural Approach) untuk meningkatkan kemampuan berinteraksi siswa.
2. Lingkarilah jawaban yang tepat sesuai dengan pendapat Anda sendiri.

C. Pertanyaan:

1. Apakah pembelajaran dengan menggunakan pendekatan Natural lebih berkesan dan menarik?
 - a. Ya
 - b. Tidak
2. Apakah Anda mengikuti secara fokus dan sungguh-sungguh proses pembelajaran dengan menggunakan pendekatan Natural?
 - a. Ya
 - b. Tidak
3. Apakah Anda lebih mudah memahami materi bahasa Inggris dengan menggunakan pendekatan Natural?
 - a. Ya
 - b. Tidak

4. Apakah penggunaan pendekatan Natural dapat meningkatkan partisipasi Anda dalam setiap kegiatan pembelajaran di kelas?
 - a. Ya
 - b. Tidak
5. Apakah menggunakan pendekatan Natural, Anda menjadi termotivasi untuk mengerjakan tugas-tugas dan latihan yang diberikan?
 - a. Ya
 - b. Tidak
6. Apakah Anda aktif mengungkapkan pendapat selama proses pembelajaran menggunakan pendekatan Natural?
 - a. Ya
 - b. Tidak
7. Apakah penggunaan pendekatan Natural dapat meningkatkan kemampuan Anda dalam berinteraksi satu sama lain menggunakan bahasa Inggris?
 - a. Ya
 - b. Tidak
8. Apakah pendekatan Natural dapat meningkatkan keaktifan Anda untuk bertanya tentang materi yang diberikan dalam proses pembelajaran di kelas?
 - a. Ya
 - b. Tidak
9. Apakah pendekatan Natural dapat meningkatkan keaktifan Anda untuk menjawab pertanyaan terkait materi yang diberikan?
 - a. Ya
 - b. Tidak
10. Apakah Anda mengalami kesulitan dalam mengikuti pembelajaran dengan menggunakan pendekatan Natural?
 - a. Ya
 - b. Tidak

😊 Thank You 😊

APPENDIX 5

DOCUMENTATION









**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PINRANG**



Jalan Andi Wanreng No.7 ☎ (0421) 3313782 Suppa Kab.Pinrang 91272
Email : sman4pinrang@gmail.com

SURAT KETERANGAN

No. 070 /096/UPT-SMA.04/PRG/DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMA Negeri 4 Pinrang Kec. Suppa Kabupaten Pinrang menerangkan bahwa :

N a m a : **DESY LESTARY**
N i m : 14.1300.020
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan Penelitian di SMA Negeri 4 Pinrang dengan judul **"THE EFFECTIVENESS OF USING NATURAL APPROACH TO IMPROVE STUDENTS' INTERACTION ABILITY (A CLASSROOM ACTION RESEARCH AT SECOND GRADE OF SMAN 4 PINRANG"**, mulai tanggal 02 Juli s.d 20 Agustus 2018

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Suppa, 27 Agustus 2018

An. Kepala UPT SMA Neg. 4 Pinrang
Wakasek Ur. Kesiswaan,


MUSLIMIN HASAN, S.Pd.
NIP. 19651231 199003 1 077



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 🕌 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 508 /In.39/PP.00.9/06/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : DESY LESTARI
Tempat/Tgl. Lahir : PAREPARE, 14 September 1996
NIM : 14.1300.020
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : LAPPA-LAPPA'E, KEL. TELLUMPANUA, KEC. SUPPA, KAB.
PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

" THE EFFECTIVENESS OF USING NATURAL APPROACH TO IMPROVE STUDENTS' INTERACTION ABILITY (A CLASSROOM ACTION RESEARCH AT SECOND GRADE OF SMAN 4 PINRANG) "

Pelaksanaan penelitian ini direncanakan pada bulan **Juni** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

8 Juni 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH

Jl. Bintang No. . Telp. (0421) 923058 - 922914
PINRANG 91212

Pinrang, 28 Juni 2018

Nomor : 070 / 379 / Kemasy.
Lampiran : -
Prihal : Rekomendasi Penelitian

Kepada
Yth. Kepala SMAN 4 Pinrang
DI-
Suppa.

Berdasarkan Surat Rektor Institut Agama Islam Negeri (IAIN) Pare-Pare Nomor :B 508/In.39/PP.00.9/06/2018 tanggal 8 Juni 2018 Perihal Permohonan Izin Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : DESY LESTARI
Nim : 14.1300.020
Pekerjaan/Prog.Studi : Mahasiswi/Pend.Bahasa Inggris
Alamat : Lappa-lappa'e, Kel.Tellumpanua, Kec.Suppa Kab.Pinrang
Telepon : 085397786998.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara Dalam Rangka Penyusunan Skripsi dengan Judul "THE EFFECTIVENESS OF USING NATURAL APPROACH TO IMPROVE STUDENT'S INTERACTION ABILITY (A CLASSROOM ACTION RESEARCH AT SECOND GRADE OF SMAN 4 PINRANG)" Yang Pelaksanaannya pada tanggal 02 Juli s/d 20 Agustus 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini. Demikian rekomendasi ini di sampaikan kepada saudara untuk di ketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH

Asisten Pemerintahan dan Kesra

SETDA

Drs. RISMAN LAUPE

Pangkat : Pembina Utama Muda

Nip : 19590305 199202 1 001

CURRICULUM VITAE



DESY LESTARY, the writer was born on September 14th, 1996 in Parepare. Her father's name is Muhammad Dahlan Lamma and her mother's name is Hj. Nurliadi Tidjang. She is the second child from four siblings. She has one old brother and two young sisters. She lives in Suppa, Pinrang regency with her family.

She began her study in Elementary school at SD Negeri Ngapaboa, Topoyo, Mamuju regency from 2002 until 2007. However, her family left Topoyo on 2007 and decided to stay in Salopangkang 3 so the writer moved to SD Negeri Tappilina, Salopangkang 3, Mamuju regency for her last grade and graduated on 2008. After that, she continued to Junior High School in SMP Negeri 2 Topoyo and graduated on 2011. Next, in the same year, she registered in SMA Negeri 1 Suppa (old school name) or SMA Negeri 4 Pinrang and graduated on 2014. Then, she continued her study at the same year in State Islamic College (STAIN) Parepare which had been changed to State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Department. She completed her study of English Program with the title of skripsi "The Effectiveness of Using Natural Approach to Improve Students' Interaction Ability (A Classroom Action Research at Second Grade of SMAN 4 Pinrang)".