THE EFFECTIVENESS OF NATURAL APPROACH IN TEACHING WRITING SKILL AT THE ELEVENTH YEAR STUDENTS OF MAN PALOPO

A THESIS

Submitted to English Language Studies Program of S1 Tarbiyah Departement of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the S.Pd Degree in English Teaching

By,

SELPIKA SIBITI

REG. NUM: 06.19.3.0061

ENGLISH STUDY PROGRAM OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
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ENGLISH STUDY PROGRAM OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO

2010

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ABSTRACT

Selpika Sibiti,2010 " The effectiveness of Natural Approach in Teaching Writing Skill at the Eleventh Year Students of MAN Palopo" (Under the supervision of (I) Madehang S.Ag.M.Pd., (II) Masruddin S.S.,M.Hum.

Key Word: Effectiveness, Natural Approach, teaching Writing Skill at MAN Palopo.

This thesis studies about The Effectiveness of Natural Approach in Teaching Writing Skill at the eleventh year students of MAN Palopo in 2010/2011 Academic year. The problem statement of this research were " (1) is Natural Approach effective in teaching writing skill at the eleventh year students of MAN Palopo in 2010/2011 Academic year? (2) how are the students perception in learning writing skill through natural approach?". The objective of this research is to find out whether natural approach is effective in teaching writing skill of the eleventh year students of MAN Palopo in 2010/2011 Academic year.

The researcher applied Experimental Method in one-group pre test-post test design. The population of this research is the eleventh year students of MAN Palopo in 2010/2011 academic year, and it consist ofsixth class. The exact class consist of 98 students and the social class consist of 73 students. Total of population are 171 students. In this research the researcher used random sampling technique and the number of sample was 15% from all of population. So the sample of this research was 25 students. The instruments of this research were writing test and questionnaire.

The result of this research shows that natural approach is effective in teaching writing skill at the eleventh year students of MAN Palopo after given the treatment by applying Natural Approach. The result of t_{test} (10,0045) is bigger than t_{table} (2,06).

It means that Natural Approach is effective in teaching writing skill namely content, organization, vocabulary, grammar and mechanic at the eleventh year students of MAN Palopo in 2010/2011 academic year.

CHAPTER I

INTRODUCTION

A. Background

Language is fundamentally an instrument of communication.[1]Language is a tool of communication between one to another. Through language we can talk everything, express our ideas and we can convey our message. Furthermore through language we can exchange thoughts, feeling, and experience. Without language we cannot talk something with other people. So that language is the important thing that should be learned by the people.

Nowadays, English is one important language. In educational system of Indonesia, English is one of subject that has greater role in determining student's achievement in national examination (UAN) whether in junior high school and senior high school. English as the foreign language in Indonesia also has an important function in absorbing science, technology, culture and even in establishing relation with other nation in the world. That is why the students should master and know it well. They should know language well in order to avoid misunderstanding among them.

In English learning there are four skills that should be mastered by the learners to develop their language, namely: listening, reading, writing, and speaking skills. Those components can not be separated because they support and relate one another. It

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[1] Herbert , *Psychology and Language,* (New York: HBJ, 1977), p. 223.

is not an easy work to apply and make the learners master those skills. It needs a hard effort to do it.

Writing is one of skill from four language skill have important role in human life. Through writing, someone can express their opinion and ideas to reach their aim. In this case Lado said that "To write is to put down the graphic symbols that represent a language that one understands, so that other can read that graphic representation".[2] It means that the aim of writing is how the people can read and understand about the written text.

In learning writing skill, the teachers should master some methods because writing is one of English skill that should be mastered by the students. Many students can speak and read well because when they speak, they ignore the structure in writing and when they read they only look at the text to read. But in writing, students must pay attention to some aspects such as content, organization, vocabulary, language use and mechanics. So that they are not difficult in writing.

Writing skill is an activity that using a language in written form and it is different if compared with another activity in English (speaking and conversation). In writing activity the language users as information producer and they are not face with information receivers directly. In speaking and conversation, the language users never worry to make misunderstanding to their listener because it is entire can be anticipate with strategy competence and rhetorical style directly. In other hand it is different in

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[2]Alkire,Online,*http://file.upi.edu/direktori/C%2_%20FPBS/JUR.%20PEND.%20BAHASA%20DAERA H/196707101991022%20_%20NUNUY%20NURJANAH/Disertasi_PDF/BAB%2011%20%20Disertasi.pdf*. *Accessed on October 13th 2010.*

writing activity where the writer does not interaction with the reader directly. So the writers have to try hard to looking for way to make the receivers can be understood.

In this case the researcher was interest to use Natural Approach in teaching writing skill. Natural Approach is one of communicative language teaching that have goals such basic personal communication skill: written (e.g., reading and writing personal letters). The goals of natural approach class are based on an assessment of students need. We determine the situation in which they will use the target language and the sorts of topics they will have to communicate information about.

Based on the researcher observation in MAN Palopo, the researcher found the students were very difficult in mastering English especially in writing skill. It occurs because in learning process, the teachers are lack in apply some interesting methods or approach; they only give general learning to the students. So the students feel bored with that learning, and even make some students are lazy to attend English class.

Based on the description above, the researcher interested in conducting the research entitled "***The Effectiveness of Natural Approach in Teaching Writing Skill of the Eleventh Year Students of MAN Palopo".***

B. Problem Statement

Based on the background above the researcher formulates the research question namely:

1. Is the natural approach effective in teaching writing skill at the eleventh year students of MAN Palopo?

2.   How are the students' perceptions in learning writing skill through natural approach?

C. Objective of the Research

Based on research question above, the objective of this research are:

1.   To find out whether natural approach is effective in teaching writing skill at the eleventh year students of MAN Palopo.

2.   To find out the students' perception in learning writing skill through natural approach.

D. Significance of the research

The significance of the research is expected:

1. To be useful information for English teachers to be more creative in teaching and learning process especially in writing skill.

2. To be useful information for students especially to the students of MAN Palopo of the eleventh year students and all of the people who want to improve their writing skill.

3. To stimulate the other researcher who wants to conduct the same research.

E. Definition of Terms

1. Effectiveness means capability of producing an effect.[3]

2. Writing is the activity or occupation of writing for instance book, stories and article.[4]

3. Natural Approach is one of communicative language teaching that have goals such basic personal communication skill: written.

F. Scope of the Research

Scope of the research restricted to the implementation of natural approach in classroom to improve students' writing skill especially in writing descriptive paragraph and using simple past and future tenses at the eleventh year students of MAN Palopo.

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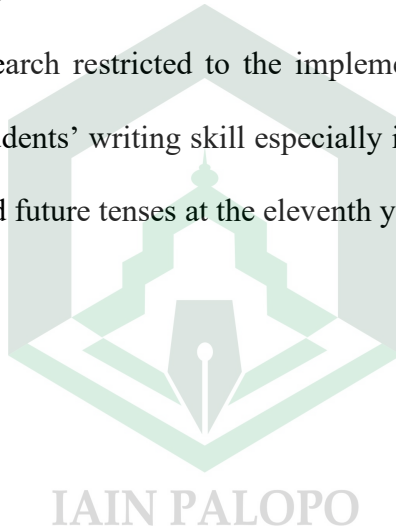
[3] Ken Johnson, http"//en.wikipedia.org/wiki/effectiveness. Accessed on October 13th 2010

[4] Martin H.Manser, *Oxford Learner's Dictionary,* (New York: University Press, 1999),p.502

CHAPTER II

REVIEW AND RELATED OF LITERATURE

A. Previous Related Research Findings

The researcher finds some researches which make the researcher eager to hold this research. Those are:

1. Wiwik Muliani Nur in her thesis which is written under the title "developing writing skill through descriptive composition at the first year students of SMU Negeri 2 Palopo" the researcher concludes that students writing skill of SMU Negeri 2 Palopo was develop through descriptive composition and one point that researcher should pay attention in the way or strategy in the teaching process.[1]

2. Muhammad Akbar in his thesis which is written under the title "the effectiveness of pair interview in teaching writing skill at the eleventh year students of MAN Palopo. Based on the result the writer found that was significant score of students before and after joining treatment with pair interview. It means that through pair interview can improve student's English skill an MAN Palopo.[2]

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[1]Wiwik Muliani, *developing writing skill through descriptive composition at the first year students of SMU Negeri 2 Palopo* ,(Palopo:STAIN Palopo,2007),p.70

[2]Muhammad Akbar, *the effectiveness of pair interview in teaching writing skill at the eleventh year students of MAN Palopo*, (Palopo:STAIN Palopo),p.70

B. Writing Skill

1. Writing as Productive Skill

Speaking and writing involve language production and are therefore often referred to as productive skill.[3] Meanwhile reading and listening refer to language comprehension. They are known as receptive skill.

Second language involves the mastery of all four language skills.,viz., listening, speaking, reading, and writing (LSRW), which can be classified into two broad categories: (1) receptive (listening and reading) and (2) productive (speaking and writing)[4]

2. Definition of Writing Skill

Writing is the activity or occupation of writing for instance book, stories and article.[5] Writing is the ability to express ideas, feeling, opinion, and other in the written form. Furthermore Writing is trying to put ideas on the paper. Its mean that when we try to write something we must have some ideas and this idea should be in interesting topic.

Writing is one of language skill in English and it is one activity that students should do most in their study. Through writing assignment, students can express their

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[3] Jane Willis, *Teaching English through English* (Hong Kong: Longman, 1981), p. 16.

[4] Akbar, *The Effectiveness of oral drill in Improving Students' Speaking Skill (An Experimental Research on First year Students of Tourism Department at SMKN 1 Palopo Academic year 2008/2009),* (Palopo:STAIN Palopo, 2008), p.20

[5] Martin H.Manser, *oxford learner's Dictionary,* (New York: University Press,1999),p.502

ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing.

3. Component of Writing

There are some components of writing: content, organization, vocabulary, language use and mechanics.[6]

a. Content

There are at least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding.

b. Organization

The purpose of organizing material in writing involves coherence order of importance, general to specific, specific to general, chronological order and spatial order pattern.

c. Vocabulary

In order to convey through a feeling is possible, we do several things, we arrange our ideas in sentences, and we construct whole essay and story. We use special works, phrase, sentence and story. We use special work, phrase, sentence, and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

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[6]J.B.Heaton, *writing English Language Test* (Longman inc: New York, 1988).,p.146

d. Language use

Language use in writing description and the other forms of writing involves correct usage and point of grammar or structure.

e. Mechanics

Mechanics of writing deals with capitalization, spelling and punctuation, capital letters, have two principle uses in English writing. First, they axe used to distinguish between particular and things. Second it is used as first word in quotation, a formal statement and proper adjective.

4. **The Stage of Writing**

Before writing we have to know the stage in writing such as:

a. Planning

Planning is state of strategies designed to find and produce information in writing. When the people begin writing project, people had discovered what is possible. People need to locate and explore a variety of subject.

b. Drafting

Drafting is as series of strategies designed to organize develop a sustained of writing.

c. Revising

Revising is a series of strategies designed to examine and revaluate the choices that have created a piece of writing. After people have completed their preliminary draft they need to stand back from their text and decade what action would seem to the most productive.

5. The problem of writing

There are five problems in writing, they are:

a. We don't know the ability and potential ourselves.

b. Never look for and dominate information relationship with the topic which is writing.

c. The ideas not organization as systematic and give expression as writer.

d. Can not observe and appraise the idea as objective

e. There is not planning when we start to write, we don't think and speak orderly.[7]

6. The Element of Writing

There are three important element of writing, they are:

a. Purpose

Purpose refers to "why" are you writing this text? Perhaps you want to describe a place, to compare two friends, to argue for a particular opinion.

b. Audience

The audience of course is the reader. In a writing class the reader usually the teacher, but sometimes the intended audience, is someone in the writer mind.

c. Format

Finally, "how" piece of writing refers to it's format, or how in the information is represented.

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[7] Wiwik Muliani Nur, *developing writing skill through descriptive composition at the first year students of SMU Negeri 2 Palopo*,(Palopo:Stain Palopo),p.19

7. Types of writing

Students are involved in a variety of writing experience through out their education. The following list explains most of these forms of writing:

a. Narrative writing tells a personal experience or story and always includes characters, setting and plot.

b. Descriptive writing creates a vivid image in the reader's mind and uses precise details to paint "word picture" for the reader.

c. Expository writing, informs, clarifies, or defines example: research, paper, essay, report.

d. Persuasive writing, informs and attempt to convince the reader to take the same stand.

e. Technical writing, use research to present specialized information, but just because it is technical does not mean it has to be flat and dull.

8. Characteristic of good writing

There are some characteristics of good writing as follow:

a. Good writing like a good film or song or friend, is not boring. It keeps your interest by what it says and how it says it.

b. Good writing is easy to follow because it follows a plan. In the case of an essay, this means that it sticks to one dominant idea which is supported or developed by enough facts and details.

c.   Good writing present ideas that are fresh and original, not hand me-down, tires ideas borrowed for someone else. As a result, it sounds likes its author rather than sounding generic.

d.   Good writing uses language that is right for the job-formal when required and informal when appropriate. The writer uses words that are precise and vivid and extract, avoiding worn out expression and clichés.

e.   Good writing is free of serious mistakes in grammar, spelling, and punctuation because those errors get in the way of the writers ideas and distract the reader.[8]

9.   The Concept of Paragraph

a.   Definition of paragraph

Paragraph is a group of sentence about the same topic.[9] Furthermore Paragraph is a set of related sentence that work together and textually meaningful.[10] Then paragraph is usually a series of sentence that develops one topic.[11]

Based on the description above, paragraph is a group of related sentence that develops one topic. A paragraph used to organize and present idea, whether they are simple collaborated, complex controversial. Paragraph also allows the writer to control emphases (how much importance to lend an idea).

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[8]Risqa, *Improving of Using Songs the Student's Ability in writing an essay.* (A Thesis UIN Alauddin Makassar, 2008), p.6

[9]Martin Manser, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press), p.298

[10]Roslyn Petelin and Marsha Durhan, *The Professional Writing Guide: Writing Well and Knowing Why,*(Australia: Longman Professional,1994), p.87

[11]George E.Wishon,Julia M.Burks, *Let's Write English* (New York.1980), p.379

b.   Descriptive paragraph

Descriptive writing creates a vivid image in the reader's mind and uses precise details to paint "word picture" for the reader.

Description reproduces the way things look, smell, taste, fell or sound.[12] It is may also moods such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of unity of time/days, times of day or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

Some comments of description:

1.   Description is not what you say, but what readers need to see in order to imagine the scene, person, object, etc.

2.   Description requires you to record a series of detailed observation especially careful to make real observations.

3.   Use sensory language, go light on adjectives and adverb. Look for ways to describe action.

4.   Think that your language is not so much describing a thing as describing a frame around the thing.

5.   The key problem in description is to avoid being static of flat. Adopt to strategy that makes your description into a little story.

6.   Think of the description as a little narrative in which the visual characteristic unfold in natural.

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[12] *Ibid,* p.379

7. Never tease readers or withhold descriptive details, unless for some strange reason that is the nature of your writing.

8. The cognitive difficulty in description is simple: people see all-at-once.

9. Remember, you never just descriptive something.

10. **Personal Writing**

Personal writing is expression of the writer's ideas of feeling based on his own pleasure of his family and friends. According its form, personal writing can be classified as follow:

a. Journal/diary

b. Autobiographical narrative

c. Personal essay

d. Autobiographical encode

11. **Testing the Writing Skill**

The writing skill is complex and sometimes difficult to teach, requiring mastery not of grammatical and rhetorical, but also conceptual and judgmental element. The following analysis attempts to group the many varied skill necessary for writing good prose five general components or main areas:

a. Language use, the ability to write correct and appropriate sentence.

b. Mechanical skill, the ability to use correctly those conventions peculiar to the written language.

c. Treatment of content, the ability to think creatively and develop thoughts, excluding all irrelevant information, the ability to manipulate sentence and paragraph and use language effectively.

d. Judgment skill, the ability to write in an appropriate manner for a particular purpose with a particular audience in main, together with an ability to select, organized and order relevant information.[13]

e. Stylistic skill

C. Effectiveness

1. Definition of effectiveness

Effectiveness means the capability of producing an effect.[14] Effectiveness is the extent to which a program or projects achieves its planned results, goal, purposes, and outputs and contributed to outcomes. Effectiveness is producing the result that is wants.[15]

Effectiveness of using method is happen if there is correlation between method and all of teaching component that has been program. There are some indicator a method is not effective in application:[16]

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[13]J.B.Heaton, *Writing English Language Test* (Longman inc: New York, 1988), p.146

[14] Rilstone, Online http:"//en.wikipedia.org/wiki/effectiveness". Accessed on October 13th 2010

[15] Martin H.Maser, *Oxford Learners: Pocket dictionary,* (Oxford: Oxford University Press, 1995), p. 372

[16] Asrika Ahmad, *The Effectiveness of Audio Lingual Method in Teaching Speaking Skill at the First Year Students of MTS. DDI 1 Palopo*

a. the students could not concentrates

b. The students are boring and restless

c. The students are not enjoy getting material

    1) There is not motivate to study

    2) The students didn't master the material that has been given by the teacher

D. Natural Approach

The natural approach was developed by Tracy D. Terrell at the University of California at Irvine for foreign language instruction at the university and high school levels. While originally developed independently of "monitor theory", its later development and articulation have been influenced by the second language acquisition theory presented in this volume.[17] Natural approach is one of communicative language teaching that have goals such basic personal communication skill: written (e.g., reading and writing personal letters. The natural approach is primarily "designed to develop basic communication skills-both oral and written.[18]

The term *natural*, used in reference to the direct method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children. Similarly, the natural approach, as

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[17] Pati, *The effectiveness of Communicative Approach in Teaching Speaking at The Second year students of SMK Analisis Kimia Palopo,* (Palopo: STAIN Palopo,2008),p.59

[18]Ludescher, *http://www2.vobs.at/ludescher/alternative methods/Natural Approac.htm. accessed on October 13th 2010*

define by Krashen and Terrell, is believe to conform to the naturalistic principles found in successful second language acquisition. Unlike the direct method, however it places less emphasis on teacher monologues, direct repetition, and formal question and answer, and less focus on accurate production of target language sentences. In the natural approach there is an emphasis on exposure, or *input,* rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other material as a source of comprehensible input. The emphasis on the central role of comprehension in the natural approach links it to other comprehension – based approaches in language teaching.[19]

The term natural approach was first used in the nineteenth century to describe teaching methods, such as the direct method, that attempted to mirror the processes of learning a first language. A typical natural approach lesson at elementary to intermediate level might go something like this:

1. The teacher shows a set picture of, say, food and drink, repeating the word that goes with each with one; the students simply watch and listen.

2. The pictures are displayed around the room, and the students are asked to point at the appropriate a picture when the teacher names it

3. The students listen to a tape of a person (or the teacher) describing wha

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[19]Ludeshcer,online:*http://www2.vobs.at/ludescher/alternativemethods/natural_approach.htm.ac csessed on oct 13th, 2010*

4. t they habitually eat at different meals; the student tick the items they hear on a worksheet.

5. The students are then given a gapped transcript of the previous listening activity, and they fill in the gaps from memory, before listening again to check.

6. The students, in pairs, take turns to read aloud the transcript to one another.

7. The students, still in the pairs, tell each other what they typically eat, using transcript as a model.

8. They repeat the task with another partner, this time without referring to the model.[20]

1. Principle of Natural Approach

Terrell proposes the basic principles of the method which he proposes as follows:

a. The purpose of teaching language is direct communication competence.

b. Teaching must be purposed to modify and improve students' grammar, not to build a principle in one time.

c. Students must be given the chance to get the language, not to force them to learn the language.

d. The affective factors which are especially forced in teaching, not the cognitive factors.

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[20]Scot Thornbury, *Methodology: The Natural Approach,* 2008 (online: http://www.onestopenglish.com/section.asp?docid=146401)

e.   Learning vocabulary appears of the understanding and speech production. Students can understand and speak about anything in second language with mastering many vocabularies although they are lack of grammar understanding.[21]

According to krashen, the method can be described by the following principle:

a.   Class time is devoted primarily to providing input of acquisition.

b.   The teacher speaks only the target language in the classroom, students may use either the first or second language. If they choose to respond in the second language, their errors are not corrected unless communication is seriously impaired.

c.   Homework may include formal grammar work. Error correction is employed in correcting homework

d.   The goals of the course are "semantic", activities may involve the use of a certain structure, but the goals are to enable students to talk about ideas, perform task, and solving problem.[22]

e.   Class time

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[21]Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa,* (Bandung: Angkasa, 1991),p.194

[22]Stephen D.Krashen, *Principle and Practice in Second Language acquisition, p. 138*

2. Main Features of Natural Approach

a. Requirements for optimal input

1. Comprehensible

The entire goal of classroom practice in the natural approach is to provide comprehension input. Natural approach teachers utilize realia, picture, and students' previous knowledge to make their writing comprehensible from the first day.

2. Interesting / relevant

This is a serious problem for a foreign language class. Natural approach attempts to capture students' interest by using what Terrel terms "Affective Acquisition Activities", adapted from Christensen, that encourage discussion of topic of personal interest to the students (e.g. "suppose you are a famous person, and there is a newspaper about you. Tell at least one thing about yourself which is mentioned in the article…" and of course in writing. In the early stage of Natural Approach, classroom focuses on personal information, the goal being to establish a group feeling. Later, students tell (write) their past histories, and eventually they are able to write about their hopes and plans for the future.

3. Quantity

Since the entire class period is filled with comprehensible input, the Natural Approach meets this requirements as well as any foreign language teaching method can.

4. Affective filter level

Since the Natural Approach attempts to remain "true" to the input hypothesis, many sources of anxiety are reduced or eliminated. Students do not have to produce in the second language until they are ready. Error correction for form is not done in the classroom. Also, an attempt is made to discuss topics that are interesting to students. This predict lower filter strength them most other methods.

b. Learning

The Natural Approach is designed to be consistent with what is known of monitor function. Krashen and Terrel make continuing reference to the theorical and research base claimed to underlie the natural approach and the fact that the method is unique in having such a base " is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts".[23] The acquisition/ learning hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. Acquisition is the "natural" way, paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of language and the ability

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[23] Online Ludescer, *http://www2.vobs.at/ludescher/Alternative methods/Natural_Approach.htm*

to verbalize this knowledge. Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. Learning, according to the theory, cannot lead to acquisition.

The purpose of Natural Approach is to get equipment or ability in the intermediate or advanced level in the second language, at least in oral-aural skill.[24] The main features of natural approach are seemed in classroom practice instructions which are explained by Terrell in Tarigan as follow:

a. Learning distribution and input activities

If the communication is more important the form of the beginner and intermediate degree, than most even all. Classroom activity must be planned to raise and improve communication. Terrell suggests in order that all classroom time is used for communication activities.

b. Error correction

c. Responds in first and second language

Terrell suggests in order that first teaching classroom involve listening understanding activities exclusively, with the responds form students (that is allowed) in their mother tongue or first language.[25]

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[24] Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa,*(Bandung: Angkasa,1991)*p.193*

[25] *Ibid.,* p. 193-194

According to tarigan, the conclusion of main features of Natural Approach can be described as following picture:

Main feature of natural Approach

- Sillabus include various communicative purpose
- Increasing grammar (form)
- Input must include language acquisition
- Give priority to affective factors, reduce affective filter
- Emphasize vocabulary, semantic purpose
- Competence procedure production
- Production is done gradually
- Teacher speak in target language, students in first or second language
- Increasing direct commucative competence

(Adopted from Tarigan :p.200)[26]

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[26] *Ibid.,*p.200

3. Classroom Activity

According to Tarigan, there are three kinds of classroom activities of natural approach, those are:

a.   Comprehension activity (Pre-Production)

- Total Physical Respond

- answering by name, object, students, or picture

b.   Early speech and writing production

- Yes/no question

- Or (in question)

- One or two words answer

- Sentence open-ended

- Opened dialogue

- interview

c.   Appearing speech and writing.

- Games and recreation

- Full activity

- Humanistic Affective activity

- Solving problem activity[27]

In the pre-production stage students "participate in the language activity without having to respond in the target language". For example, student can act out physical

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[27] *Ibid.,*p. 211-212

commands; identify student colleagues from teacher description, point to picture, and so forth.

In the early-production stage, students respond to either or questions, use single word and short phrases, fill in charts, and used fixed conversational patterns (e.g., how are you? What's your name?).

In the speech-emergent phase, students involve themselves in role play and games, contribute personal information and opinions, and participate in group problem solving.[28]

The comprehension is the basic skill which promotes the acquisition; therefore it must precede early speech production. Production (speech and written) are not though directly, but they appear in steps from reproduction that is appeared by physical responds until appearing speech and writing.

IAIN PALOPO

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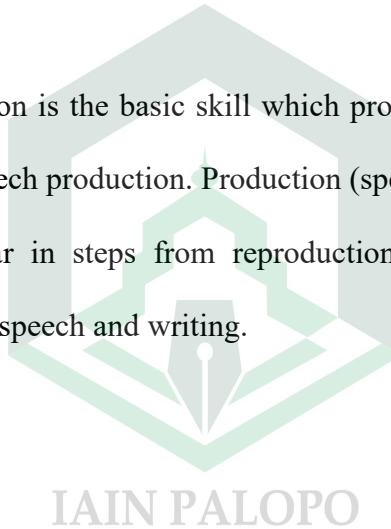
[28] Jack C.Richards and Theodore S. Rodger, *Approaches and Methods in Language Teaching,* (London:Longman).*p.137*

C. Theoretical Framework

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┌─────────────────┐
│  Students of MAN │
│      Palopo      │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Natural approach │
└─────────────────┘
         │
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┌──────────────┐   ┌──────────────────────┐   ┌──────────────┐
│   Pre test   │ ◄─── │ Treatment: the   │ ───► │ Post test   │
└──────────────┘   │ application of natural│   └──────────────┘
                      │ approach in writing   │
                      └──────────────────────┘

┌──────────────────────────┐
│ English Writing Skill   │
│ (Content, organization, │
│ vocabulary, language use,│
│ and mechanics)   │
└──────────────────────────┘

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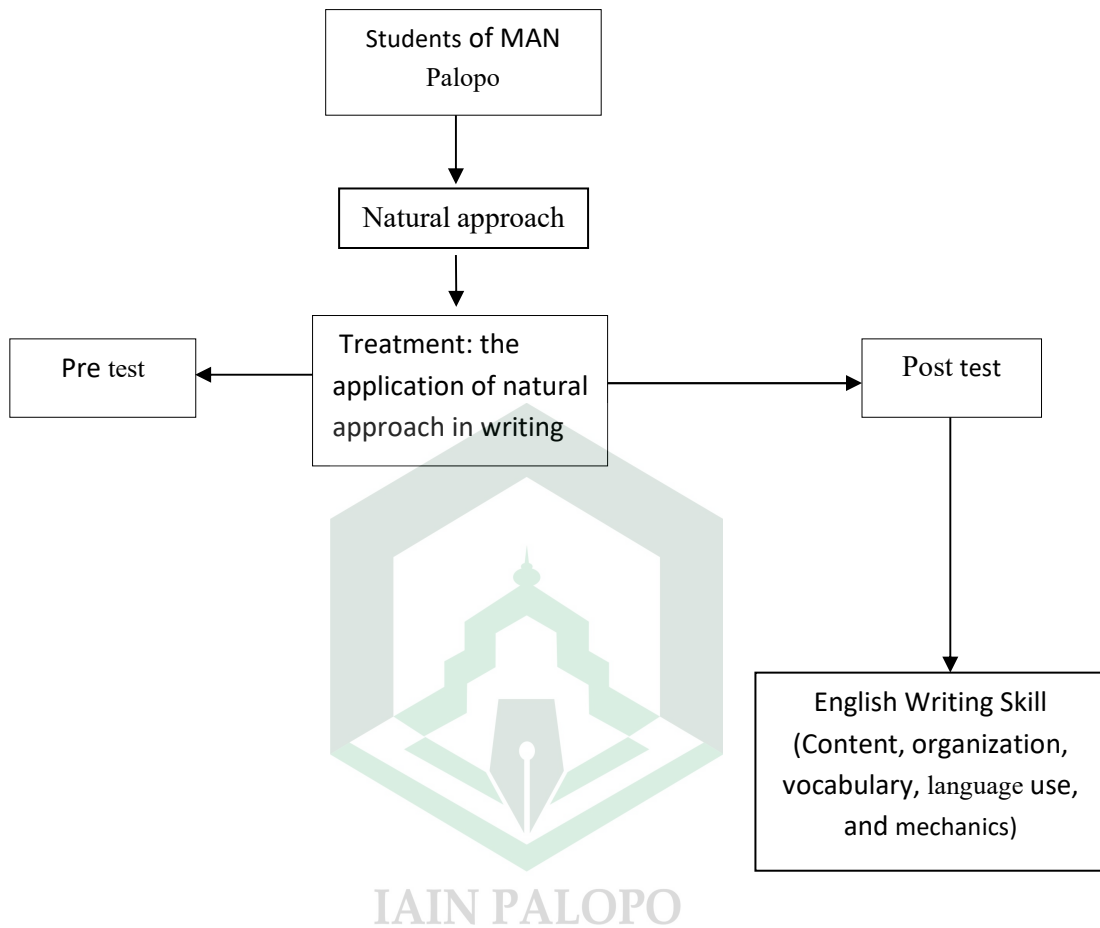
In the diagram above shows that students of MAN Palopo as an object of the research, Natural approach is the independent variable and English writing skill is the dependent variable. Pre test, treatment and post test used in the procedure of collecting data. English writing skill (content, organization, vocabulary, grammar and mechanic are aspects in assessing writing skill.

D. Hypothesis

The hypothesis of this research as follow

H_0 = there is no significant improvement of students writing skill by using Natural Approach.

H_1 = there is significant improvement of students writing skill by using Natural Approach.

CHAPTER III

RESEACRH METHOD

This chapter explained about the method of the research, variables, population and sample, procedure of collecting data and technique of data analysis.

A. Method of the Research

1. Method

This research applied experimental method which aims to describe the effectiveness of natural approach in teaching writing skill at the eleventh year students of MAN Palopo.

2. Design

This research involves one group of students with pre-test and post test design. The design of this research described as follow:

Pattern: O_1 X O_2

Where: O_1 : Pre-test

X : Treatment

O_2 : Post-test.[1]

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[1] Suharsimi Arikunto, *Prosedur Penelitian,* (Cet.XI: Rineka Cipta, 1998), p. 84.

B. Research Variables

These researches have two variables as follow:

1. Independent variable

The independent variable is natural approach.

2. Dependent variable

The dependent variable is students' writing skill.

C. Population and Sample of the Research

1. Population

The population of this research was the eleventh year students of MAN Palopo, in 2009/2010 academic year, it consist of 171 students.

2. Sample

The sampling technique of this research used random sampling. The researcher took sample 10-15 % from total population.[2] So the samples of this research was 25 students from the total population.

D. Instrument of the Research

In this research the instruments used by the researcher are:

1. Writing test

Writing test gave in the pre-test and post-test. It was intended to know the students' writing ability before and after doing the treatment.

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[2] *Ibid*., p. 134.

2. Questionnaire

Questionnaires gave after the post-test. It was intended to know the students' perceptions toward the natural.

E. Procedure of collecting data

The data collected by using the procedure :

1. Giving pre-test

The pre test intended to know the previous knowledge of students in English understanding (writing skill) before giving treatment. In pre test the researcher gave writing test. The students made a short paragraph about personal information.

2. Treatment

The researcher conducted treatment to the students for sixth meetings as follow:

a. The first treatment, the researcher entered to the classroom and introduce herself to the students and explained about the aim of researcher.

b. The second treatment, the researcher asked the students to write about past activity.

c. The third treatment, the researcher asked the students to write about hopes and plans in the future.

d. The fourth treatment, the researcher gave affective acquisition activity

e. The fifth treatment, the researcher gave communicative games (explaining picture), in writing.

f. The sixth treatment, the researcher asked the students to write about solving problem.

3. Post-test

After giving treatment, the researcher gave post-test to know the writing ability of students after the treatment. The form of post test is the same as pre test.

F. Data Analysis

The researcher does some steps in analyzing data as follows: giving score to the students based on the test that have been given. The data collected and tabulated into scoring classifications, mean score, standard deviation, error standard, criteria of hypothesis acceptability, and test significant.

1. The scoring classification.

The scoring classification as follow:[3]

a. Content

Score	Classification	Criteria
27-30	Very good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out, secondary ideas do not usurp too much attention.
15-26	Good	Clear and focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, in substantial, too general.
12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking in purpose or theme
9-11	Poor	Not fluent, doesn't communicated, information is very limited, boring

[3] J .B Heaton, *writing English Language Test,* (New York: Longman Group UK Company.1988),p. 100.

5-8	Very poor	No organization, not enough to evaluate because no meaningful

b. Organization

Score	Classification	Criteria
18-20	Very good	Fluent expression ideas clearly stated. Supported logical sequencing, well organize means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
15-17	Good	The reader can ready follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
12-14	Fair	Lack logical sequencing and development not fluent. The writing lacks direction, with ideas, detail.
9-11	Poor	Not communicated, translations are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5-8	Very poor	No organization, confusing the sender, not enough to evaluate.

c. vocabulary

	Classification	Criteria
18-20	Very good	Effective words, choice and the usage, specific and accurate.
15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communication but rarely capture the reader imagination, while the overall meaning is quite clear, some words may

Score	Classification	Criteria
12-14	Fair	lack precision. The writer struggle with eliminated vocabulary, grouping for words.
9-11	Poor	Many errors of words/idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words simply do not feat the text: verb are weak and view in number: is, are, was, were, dominated.
5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate and many wrong spelling.

d. Grammar

Score	Classification	Criteria
21-25	Very good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition.
20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word order, function, pronouns and preposition but meaning seldom of cored.
16-19	Fair	Major problem in simple construction, frequent errors of negative, agreement, tense, word order/function, pronouns, preposition and fragment. Does not communication.
9-15	Poor	Dominated by error or grammar. Can not be understand and evaluate.
5-8	Very poor	Virtually no mastery of sentence construction rules.

e. Mechanics

Score	Classification	Criteria
5	Very good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
4	Good	Few errors of spelling, capitalization, paragraphing, but not of observed.
3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing.
2	Poor	Many errors of spelling punctuation, capitalization, paragraphing.
1	Very poor	Illegible writing

2. Looking for D (different) between score variable I (X) pre text and score variable II (Y) post text:

   D= X-Y

2. Finding mean of difference score of students

   $$MD= \frac{\sum D}{N}$$

   Where: M = mean score:

   $\sum D$ = Mean of raw score

   N = Total sample

3. looking for total deviation difference

$$\sum X^2_d = \sum X^2 - \frac{(\sum d)^2}{N}$$

4. Looking for t_{count} by using the following formula

$$t = \frac{Md}{\frac{\sum X^2 d}{N(N-1)}}$$

5. Looking for t_{table} by using the following formula

$(db) = N-1$
Standard signification $(\alpha) = 0,05$

6. Degree of significant set at $= 0,05$, the criteria of t_o hypothesis as follow:

IF $t_{table} < t_{test} < t_{table} =$ reject null hypothesis

IF $t_o \geq t_{test} > t_{table}$ or $t_{test} < t_{table} =$ receive null hypothesis.[4]

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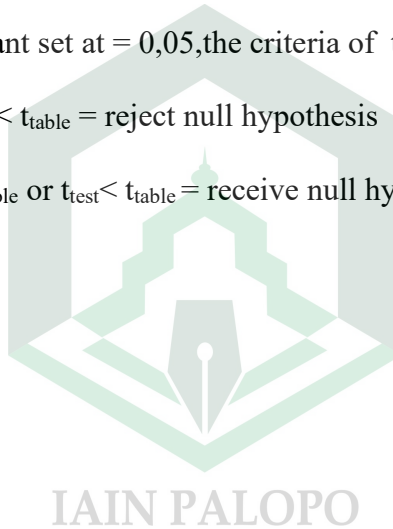
[4] Subana, *Statistik Pendidikan,* (Bandung: CV Pustaka Setia, 2001), p. 156-157

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter deals with finding and discussion. It is about the result of research that is obtained and explained based on the research question that have been formulated. This research namely pre experimental research that is analyzed statistically. The method that used to describe the result of analysis was quantitative method. The result of the research was obtained by using "t" test analysis. The research used table distribution frequency of the method fair or gain classification and percentage of the students score, method score of content, organization, vocabulary, grammar, mechanic in pre test and post test of significance between pre test and post test.

The students score of pre test and post test were classified into some criteria and percentage of the students score of pre test and post test are presented as follows;

Table 1

The Row score of Students' Writing in Pre-test

Subject 10	Content	Organization	Vocabulary	Grammar	Mechanic	Total (xi)
1	13	9	10	12	1	45
2	12	10	13	10	2	47
3	10	7	12	15	3	47
4	10	9	9	9	1	38
5	8	12	9	16	2	47
6	6	10	9	13	2	40
7	10	9	8	14	2	43
8	10	10	9	14	2	45
9	14	10	13	9	2	48
10	12	8	9	12	2	43
11	10	9	8	12	2	41
12	10	9	11	8	2	40
13	13	13	13	18	3	60
14	14	12	10	16	3	55
15	9	11	8	15	3	46
16	22	14	12	14	2	64
17	24	14	14	17	3	72
18	23	7	12	12	2	56
19	10	10	7	14	2	43
20	9	10	10	9	1	39
21	9	11	7	9	1	37
22	15	13	9	10	2	49
23	14	10	10	8	2	44
24	12	9	10	9	2	42
25	10	13	14	14	3	54
Score	**309**	**259**	**256**	**309**	**52**	**1185**
Mean score	**12,36**	**10,36**	**10,24**	**12,36**	**2,08**	**47,4**

- Mean score of content:

$$X = \frac{\sum X}{N}$$
$$= \frac{309}{25}$$
$$= 12{,}36$$

- Mean score of organization:

$$X = \frac{\sum X}{N}$$
$$= \frac{259}{25}$$
$$= 10{,}36$$

- Mean score of vocabulary:

$$X = \frac{\sum X}{N}$$
$$= \frac{256}{25}$$
$$= 10{,}24$$

- Mean score of grammar

$$X = \frac{\sum X}{N}$$
$$= \frac{309}{25}$$
$$= 12{,}36$$

- Mean score of mechanic:

$$X = \frac{\sum X}{N}$$
$$= \frac{52}{25} \quad = 2{,}08$$

- Mean score of all components of pre-test

$$X = \frac{\sum X}{N} = \frac{1185}{25} = 47{,}4$$

Table 2

The Raw score of Students' Writing in Post-test

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total (xi)
1	15	11	12	13	1	52
2	14	14	14	10	2	54
3	13	16	12	17	3	61
4	10	12	13	12	3	50
5	11	13	12	10	4	50
6	10	11	10	19	4	54
7	13	13	11	18	4	59
8	12	14	11	15	3	55
9	16	16	13	13	3	61
10	12	12	9	15	3	51
11	9	12	11	15	3	50
12	13	12	13	10	2	50
13	15	15	17	14	4	65
14	14	16	16	10	2	58
15	10	13	16	15	2	56
16	22	16	15	14	2	69
17	24	15	20	17	3	79
18	23	13	13	12	2	63
19	14	15	9	15	4	57
20	10	12	11	9	2	44
21	11	11	10	10	2	44
22	15	15	12	10	2	54
23	16	16	10	10	2	54
24	13	15	12	10	3	53
25	22	13	16	22	4	78
Score	**357**	**341**	**318**	**335**	**69**	**1421**
Mean score	**14,28**	**13,64**	**12,72**	**13,4**	**2,76**	**56,84**

- Mean score of content

$$X = \frac{\sum X}{N} = \frac{357}{25} = 14,28$$

- Mean score of organization

$$X = \frac{\sum X}{N} = \frac{341}{25} = 13,64$$

- Mean score of vocabulary

$$X = \frac{\sum X}{N} = \frac{318}{25} = 12,72$$

- Mean score of grammar

$$X = \frac{\sum X}{N} = \frac{335}{25} = 13,4$$

- Mean score of mechanic

$$X = \frac{\sum X}{N} = \frac{69}{25} = 2,76$$

- Mean score of all components of pre-test

$$X = \frac{\sum X}{N} = \frac{357}{25} = 14,28$$

a. Scoring Classification of Students' Pre-Test

1. Content

Table 3

The criteria and percentage of the students' content in pre test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0 %
2	Good	15-26	4	16 %
3	Fair	12-14	8	32 %
4	Poor	9-11	11	44 %
5	Very poor	5-8	2	8 %
	Total		25	100

Table 3 indicates that the criteria and percentage of the students' content in pre test shows that there were 4 of students (16%) got highest score namely " good" classification and 2 of students (8%) got lowest score namely "very poor" classification.

2. Organization

Table 4

The criteria and percentage of students' organization in pre test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0 %
2	Good	15-17	-	0 %
3	Fair	12-14	7	28 %
4	Poor	9-11	15	60 %
5	Very poor	5-8	3	12 %
	Total		25	100 %

Table 4 indicates that the criteria and percentage of the students organization in pre test shows that there were 7 of students (28%) got highest score namely "fair" classification and 3 of students (12%) got lowest score namely "very poor" classification.

3. Vocabulary

Table 5

The criteria and percentage of the students' vocabulary in pre test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0 %
2	Good	15-17	-	0 %
3	Fair	12-14	8	32 %
4	Poor	9-11	13	52 %
5	Very poor	5-8	4	16 %
	Total		25	100 %

Table 5 indicates that the criteria and percentage of the students' vocabulary in the pre test shows that there were 8 of students (32%) got highest score namely "fair" classification and 4 of students (16%) got highest score namely "very poor" classification.

4. Grammar

Table 6

The criteria and percentage of the students' grammar in pre test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	0 %
2	Good	20-22	-	0%
3	Fair	16-19	4	16 %
4	Poor	9-15	19	76 %
5	Very poor	5-8	2	8 %
	Total		25	100 %

Table 6 indicates that the criteria and percentage of students' grammar in pre test shows that there were 4 of students (16%) got highest score namely "fair" classification and 2 of students (8%) got lowest score namely "very poor" classification.

5. Mechanic

Table 7

The criteria and percentage of the students' mechanic in pre test

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	0 %
2	Good	4	-	0%
3	Fair	3	6	24%
4	Poor	2	15	60%
5	Very poor	1	4	16%
	Total		25	100 %

Table 7 indicates that the criteria and percentage of students' mechanic in pre test shows that there were 6 of students (24%) got highest score namely "fair" classification and 4 of students (16%) got lowest score namely "very poor".

b. Scoring Classification of the Students' Post-test

1. Content

Table 8

The criteria and percentage of the students' content in post test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0 %
2	Good	15-26	9	36 %
3	Fair	12-14	9	36%
4	Poor	9-11	7	28%
5	Very poor	5-8	-	0 %
	Total		25	100

Table 8 indicates that the criteria and percentage of the students content in post test shows that there were 9 of students (36%) got highest score namely "good" classification and 7 of students (28%) got lowest score namely "poor" classification.

2. Organization

Table 9

The criteria and percentage of students' organization in post test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0 %
2	Good	15-17	10	40 %
3	Fair	12-14	12	48 %
4	Poor	9-11	3	12 %
5	Very poor	5-8	-	0 %
	Total		25	100 %

Table 9 indicates that the criteria and percentage of the students organization in post test shows that there were 10 of students (40%) got highest score namely "good" classification and 3 of students (12%) got lowest score namely "poor" classification.

3. Vocabulary

Table 10

The criteria and percentage of the students' vocabulary in post test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	1	4 %
2	Good	15-17	5	20 %
3	Fair	12-14	10	40 %
4	Poor	9-11	9	36 %
5	Very poor	5-8	-	0 %
	Total		25	100 %

Table 10 indicates that the criteria and percentage of the students' vocabulary in the post test shows that there was 1 of student (4%) got highest score namely "very good" classification and there were 9 of students (36%) got lowest score namely "poor" classification.

4. Grammar

Table 11

The criteria and percentage of the students' grammar in post test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	0 %
2	Good	20-22	1	4%
3	Fair	16-19	4	16 %
4	Poor	9-15	20	80 %
5	Very poor	5-8		
	Total		25	100 %

Table 11 indicates that the criteria and percentage of students' grammar in post test shows that there was 1 of student (4%) got highest score namely "good classification and there were 20 of students (20%) got lowest score namely "poor" classification.

5. Mechanic

Table 12

The criteria and percentage of the students' mechanic in post test

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	0 %
2	Good	4	6	24%
3	Fair	3	8	32%
4	Poor	2	10	40%
5	Very poor	1	1	4%
	Total		25	100 %

Table 12 indicates that the criteria and percentage of students' mechanic in post test shows that there were 6 of students (24%) got highest score namely "good" classification and there was 1 of student (4%)got lowest score namely "very poor" classification.

c. The Mean Score of Components of Writing

Table 13

The Mean score of Content in pre test and post test

Component	Pre test	Post test	Development
Content	12,36	14,28	1,92%

Table 13 indicates that the mean score of content in pre test was 12,36 while the mean score in post test was14,28 with percentage of development was 1,92%. It means that there was a significance increase after applying natural approach in writing skill.

Table 14

The Mean score of organization in pre test and post test

Component	Pre test	Post test	Development
Organization	10,36	13,64	3,28%

Table 14 indicates that the mean score of organization in pre test was 10,36 while the mean score in post test was 13,64 with percentage of development was 3,28%. It means that there was a significance increase after applying natural approach in writing skill.

Table 15

The Mean score of vocabulary in pre test and post test

Component	Pre test	Post test	Development
Vocabulary	10,24	12,72	2,48%

Table 15 indicates that the mean score of vocabulary in pre test was 10,24 while the mean score in post test was 12,72 with of development was 2,48%. It means that there was a significance increase after applying natural approach in writing skill.

Table 16

The Mean score of grammar in pre test and post test

Component	Pre test	Post test	Development
Grammar	12,36	13,4	1,04

Table 16 indicates that the mean score of content in pre test was 12,36 while the mean score in post test was13,4 with percentage of development was 1,04%. It means that there was a significance increase after applying natural approach in writing skill.

Table 17

The Mean score of mechanic in pre test and post test

Component	Pre test	Post test	Development
Mechanic	2,08	2,76	0,68

Table 17 indicates that the mean score of content in pre test was 2,08 while the mean score in post test was 2,76 with percentage of development was 0,68%. It

means that there was a significance increase after applying natural approach in writing skill.

d. The Development of all Components of Writing

Table 18

The percentage of development of all components

Development	Components				
	Content	Organization	Vocabulary	Grammar	Mechanic
	1,92%	3,28%	2,48%	1,04%	0,68%

Table 18 illustrates that highest development of those components of organization was 3,28% then followed by vocabulary 2,48% while content 1,92% and grammar 1,04%. The lowest taken over by mechanic 0,68% .

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e. Looking for Gain (d) between pre test and post test

Table 19

Gain (d) between pre test and post test

Subject	Pre test (X_1)	Post test(X_2)	Gain (d)(X_1-X_2)
1	45	52	+7
2	47	54	+7
3	47	61	+14
4	38	50	+12
5	47	50	+3
6	40	54	+14
7	43	59	+16
8	45	55	+10
9	48	61	+13
10	43	51	+8
11	41	50	+9
12	40	50	+10
13	60	65	+5
14	55	58	+3
15	46	56	+10
16	64	69	+5
17	72	79	+7
18	56	63	+7
19	43	57	+14
20	39	44	+5
21	37	44	+7
22	49	54	+5
23	44	54	+10
24	42	53	+11
25	54	78	+24
	X_1=1.185	X_2=1.421	$\sum$d=236
	$\overline{X_1}$= 47,4	$\overline{X_2}$=56,84	

Table 19 shows that the total numbers of sample (N) is sum of score in pre test (X_1) is 1.185, the mean score in pre test is 47,4, the sum of score in post test (X_2) is 1421, the mean score in post test is 56,84 and the sum gain score between pre test and post test ($\sum d$) is 236.

There is not score gain of students got minimum achievement and the gain which range from +5 up to +24 means that there is development in content, organization, vocabulary, grammar and mechanic. All of students were developing content, organization, vocabulary, grammar and mechanic.

To know whether no or there is significance development in students content, organization, vocabulary, grammar and mechanic, the research calculated the mean score in pre test(X_1) and post test. The difference means between pre test and post test (Md) deviation each subject (Xd) and the result of the test significance of the students writing skill. They are presented as follows:

The mean score of the pre test (X) and post test (X) as follow:

$$X_1 = \frac{\sum X_1}{N} = \frac{1185}{25} = 47,4$$

$$X_2 = \frac{\sum X_2}{N} = \frac{1421}{25} = 56,84$$

f. The difference means between pre test and post test

$$MD = \frac{\sum D}{N}$$
$$= \frac{236}{25} = 9,44$$

g. Looking for each subject (Xd) and squared deviation ($\sum^2 d$)

Subject	D	Xd (d-Md)	$\sum^2 d$
1	+7	-2,44	5,9536
2	+7	-2,44	5,9536
3	+14	+4,56	20,7936
4	+12	+2,56	6,5536
5	+3	-6,44	41,4736
6	+14	+4,56	20,7936
7	+16	+6,56	43,0336
8	+10	+0,56	0,3136
9	+13	+3,56	12,6736
10	+8	-1,44	2,0736
11	+9	-0,44	0,1936
12	+10	+0,56	0,3136
13	+5	-4,44	19,7136
14	+3	-6,44	41,4736
15	+10	+0,56	0,3136
16	+5	-4,44	19,7136
17	+7	-2,44	5,9536
18	+7	-2,44	5,9536
19	+14	+4,56	20,7936
20	+5	-4,44	19,7136
21	+7	-2,44	5,9536
22	+5	-4,44	19,7936
23	+10	+0,56	0,3136
24	+11	+1,56	2,4336
25	+24	+14,56	211,9936
	236		$\sum^2 d$=534,16

h. The result of test significance of students' writing skill process by using "t" test as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{9,44}{\sqrt{\dfrac{534,16}{25\,(25-1)}}}$$

$$t = \frac{9,44}{\sqrt{\dfrac{534,16}{600}}}$$

$$t = \frac{9,44}{\sqrt{0,8902667}}$$

$$t = \frac{9,44}{0,943539453}$$

$$t_{test} = 10,0045$$

From the data analysis above, we can see that the mean score of students writing skill in post test (X_2=56,84) was greater than the mean score of students' writing skill in pre test (X_1=47,4). It means that students writing skill was developed. In continuation of count the researcher uses the level of significance or standard significance (α) = 0,05 to find out the acceptability hypothesis. And the degree of freedom (df) = N-1. The result of t $_{test}$ =10,0045 analysis by testing criteria "t" table (t $_{table}$).

Testing "t" table (t $_{table}$)

Standard significance α = 0,05

Degree of freedom (df) = N-1

$$= 25-1$$

$$= 24$$

t $_{test}$ = 10,0045

t $_{table}$ = t (1- ½ α) (df)

$$= t (1-½ 0,05) (24)$$

$$= t (1-0,025) (24)$$

$$= t (0,975) (24)$$

$$= 2,06 \text{ (to find out in t } _{table})$$

The testing t $_{table}$ shows that, t $_{test}$ (10,0045) is bigger than t $_{table}$ (2,06).

When t$_{test}$ is bigger than t $_{table}$ (t $_{test}$ >t $_{table}$) the students' writing skill is develop.

i.   The mean score and result of "t" test

	Table 21	Table 22
	Mean score	Result of "t" test

Type of test	Mean score	Type of test	Mean score
Pre test	47,4	t $_{test}$	10,0045
Post test	56,84	t $_{table}$	2,06

The table 4.21 shows that the mean score of the post test is greater than mean score of pre test (56, 8 >47, 4). Table 4.22 shows that the result of t $_{test}$ is greater than the result of t $_{table}$ (10, 0045>2, 04). The data indicates that the students' writing skill in MAN Palopo was developed.

In other to know whether the pre test and post test significantly difference, the researcher used t $_{test}$ analysis. The result of t $_{test}$ is (10,0045). To find out the degree of freedom (df)the researcher used the following formula:

df = N-1

= 25-1 = 24

For the level of significance (α) =0,05 and (df)=24 then the value of t_{table} =2,06. Thus the value of the t_{test} is greater than t_{table} (10,0045>2,06). It means that there is significance between post test and pre test of the students' writing skill before and after using natural approach in teaching writing skill or in other word natural approach is effective in teaching writing skill.

Criteria of hypothesis acceptability

- T $_{table}$ < t $_{test}$ < t $_{table}$ = Reject null hypothesis

- T $_{test}$ > t $_{table}$ or t $_{test}$ < t $_{table}$ = Receive null hypothesis

As we shown that t_{test} = 10,0045>t_{table} =2,06, the researcher concludes that the null hypothesis is rejected while alternative hypothesis is received. It means that the use of natural approach in teaching writing skill at the eleventh year students of MAN Palopo 2010/2011 academic year is effective in developing students' writing skill.

j. The result of questionnaire

Table 23

The students' interest in learning English

No	Statement	Items of choice	Frequency	Percentage
1	You like study English at school	Strongly agree	12	48%
		Agree	13	52%
		Disagree	-	-
		Strongly disagree	-	-
		Total	25	100%

Based on the table above, indicates that the highest score there were 13 students (52%) that chose agree and the lowest score there were 12 of students (48%) that chose strongly agree.

Table 24

The interesting level of students in learning

No	Statement	Items of choice	Frequency	Percentage
2	You more interested studying writing skill than other skill	Strongly agree	8	32%
		Agree	11	44%
		Disagree	5	20%
		Strongly disagree	1	4%
		Total	25	100%

Based on the table above, indicates that the highest score there were 11 of students (44%) that chose agree and the lowest score there was 1 of students (4%) that chose strongly disagree.

Table 25

The students' interest to the natural approach

No	Statement	Items of choice	Frequency	Percentage
3	You like with the approach that used by researcher in teaching writing	Strongly agree	10	40%
		Agree	13	52%
		Disagree	2	8%
		Strongly disagree	-	-
		Total	25	100%

Based on the table above, indicates that the highest score there were 13 students (52%) that chose agree and the lowest score there were 2 students (8%) that chose disagree.

Table 26

The students interest to the previous approach

No	Statement	Items of choice	Frequency	Percentage
4	You like with the approach that used by	Strongly agree	3	12%
		Agree	11	44%

	your teacher in teaching writing	Disagree	11	44%
		Strongly disagree	-	-
		Total	25	100%

Based on the table above, indicates that the highest score there were 11 students that chose agree and disagree and the lowest score there were 3 students (12%) that chose strongly agree.

Table 27

Natural approach is the boring approach

No	Statement	Items of choice	Frequency	Percentage
5	You feel bore with the approach that used by researcher in teaching writing	Strongly agree	2	8%
		Agree	3	12%
		Disagree	6	24%
		Strongly disagree	14	56%
		Total	25	100%

Based on the table above, indicates that the highest score there were 14 students (56%) that chose strongly disagree and the lowest score there were 2 students (8%) that chose strongly agree.

Table 28

Previous approach is the boring approach

No	Statement	Items of choice	Frequency	Percentage
6	You feel bore with the approach that used by your teacher in teaching writing	Strongly agree	7	28%
		Agree	2	8%
		Disagree	9	36%
		Strongly disagree	7	28%
		Total	25	100%

Based on the table above, indicates that the highest score there were 9 students (36%) that chose disagree and the lowest score there were 2 students(8%) that chose agree.

Table 29

Natural approach only spend time

No	Statement	Items of choice	Frequency	Percentage
7	Studying writing through natural approach only spend time	Strongly agree	-	0%
		Agree	-	0%
		Disagree	15	60%
		Strongly disagree	10	40%
		Total	25	100%

Based on the table above, indicates that the highest score there were 15 students (60%) that chose disagree and the lowest score there were 10 students (40%) that chose strongly disagree.

Table 30

The students' barrier in improving writing skill

No	Statement	Items of choice	Frequency	percentage
8	One of barrier in improving your writing is there is not suitable approach/method that you used	Strongly agree	12	48%
		Agree	9	36%
		Disagree	4	16%
		Strongly disagree	-	0%
		Total	25	100%

Based on the table above, indicates that the highest score there were 12 students (48%) that chose strongly agree and the lowest score there were 4 students (16%) that chose disagree.

Table 31

The students' ability in improving writing skill

No	Statement	Items of choice	Frequency	percentage
9	Your writing ability improve after followed this program	Strongly agree	9	36%
		Agree	14	56%
		Disagree	1	4%
		Strongly disagree	1	4%
		Total	25	100%

Based on the table above, indicates that the highest score there were 14 students (56%) that chose agree and the lowest score there was 1 students (4%) that chose disagree and strong disagree.

Table 32

The students' motivation in learning writing skill

No	Statement	Items of choice	Frequency	Percentage
10	You have motivation to studying English through natural approach	Strongly agree	10	40%
		Agree	13	52%
		Disagree	2	8%
		Strongly disagree	-	0%
		Total	25	100%

Based on the table above, indicates that the highest score there were 13 students (52%) that chose agree and the lowest score there were 2 students (8%) that chose disagree.

B. Discussion

Based on the data of writing components of content in pre test, the mean score of pre test related to the content is 12,36 and the post test is 14,28. It shows significant increase after applying natural approach about 1,92%. See table 13).

The component of organization, the mean score of organization in pre test is 10,36 while the mean score in post test is 13,64.it shows that the percentage of development is 3,28% . (see table 14)

Then, the component of vocabulary, the mean score of vocabulary in pre test is 10,24 while the mean score in post test is12,72. It shows that there is significant development about 2,48%. (See table 15)

Next, the component of grammar, the mean score of grammar in pre test is 12,36 while the mean score in post test is 13,4. It means that there is significant development about 1,04. (See table 16)

Furthermore, the component of mechanic, the mean score of mechanic in pre test is 2,08 while the mean score in post test is 2,76. It means that there is significant development about 0,68%.(See table 17)

Overall, seeing the all components of writing in pre test and pos test, not all the students have a development in writing descriptive paragraph through natural approach. Therefore the mean score of pre test is 47,4 which is classified as the low score of "very poor" classification while the mean score in post test is 56,84 which classified as the higher score "poor" position (See table 21)

Finally, in comparing the result of t_{test} value and t_{table} value, the researcher finds that the value of t_{test} is higher than the value of t_{table} 10,0045>2,06. (See table 22). It means that there is significance difference between the result of pre test and post test.

Based on the analysis of questionnaire, the researcher observed the students have a good perception to this approach (see table 23-32). The researcher found the improvement of students in learning English especially in learning writing skill. The improvements of the students are:

1. Students have motivation in learning English

2. The students interested with this approach

3. There is students improve in learning English especially writing skill after followed this program (research).

This indicates that improving writing through natural approach give information to the English teacher to improve their students' skill especially in improving writing skill through natural approach.
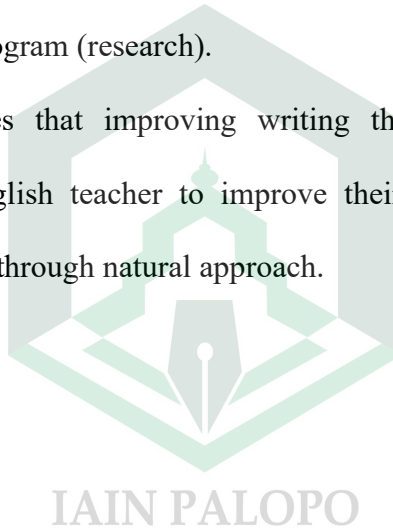
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis and discussion of the result in the previous chapter, the researcher concludes that students writing skill of MAN Palopo was develop through Natural Approach. And one point that the researcher should pay attention is the way or approach/method in teaching process.

B. SUGGESTIONS

Based on the conclusion above, the researcher suggests who have read this thesis or who want to teach English specially in writing skill that:

1. An English teacher should chose an approach/method in teaching process related to the target of the teacher or what skill does she want to develop.

2. The teacher and the students should be active in classroom so that the teaching process can get a good result.

3. The teacher must give motivation to the students in improving their writing skill especially in improving writing skill through natural approach.

So, to get a good result from the students, the teacher must work hard in teaching process. The teacher must choose an appropriate method or approach in teaching process.

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