IMPROVING THE FLUENCY AND ACCURACY OF SPEAKING OF THE TRAINING CLASS STUDENTS OF EECC (EFFECTICE ENGLISH CONVERSATION COURSE) IN TUTORIAL PROGRAM THROUGH NATURAL APPROACH

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2013

UNIVERSITAS MURIA KUDUS

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Presented to University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana Program in English Education

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MOTTO AND DEDICATION

Motto:

- *A good speaker is a good listener.*
- *Sense of the will of fire are having determination, having passions, having faith, and having principes.*
- *One step a head determines thousands steps*
- *Man proposes, but let the God disposes.*

Dedication:

This skripsi is dedicated to:

- ♥ Allah the The Master of Universe.
- ♥ To the researcher's beloved mother.
- ♥ The director of EECC Kudus Branch
- ♥ All teachers and tutors of EECC Kudus Branch
- ♥ The students of training class of EECC Kudus Branch.
- ♥ Unmentioned friends of Muria Kudus University.

ADVISORS' APPROVAL

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Kudus, September 2013

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The researcher wishes to express the researcher's deepest gratitude to those who are directly or indirectly involved in completing this skripsi, they are:

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8. The students of training class Nadea Lathifah N, Lisa Listyani, Himmatul Ulya, Panji Rahma Aji, Dicky, Dewi Ayu Margareta, Khoirunnisa Nurul Falah, and Rizky Mahardika.
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The researcher would like to express his gratitude to the readers for some critics and suggestions. Hopefully this skripsi will be useful for everyone.

Kudus, 2013

Kresna Rahma Aji

ABSTRACT

Aji Rahma, Kresna. 2013. *Improving the Fluency and Accuracy of Speaking of the Training Class Students of EECC (Effective English Conversation Course) in Tutorial Program through Natural Approach*. Skripsi: English Education Department, Teaching Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Mutohhar, S.Pd, M.Pd.

Key Words: *Natural Approach, Fluency and Accuracy of Speaking*

This research took place in Effective English Conversation Course branch of Pare-Kediri in Kudus with eight students of training class. The course has a purpose for its students to be able to speak English fluently and accurately during conversations which means that-students are able to interact and communicate spontaneously. Those conditions only happened when they had good language skills to communicate, not skills of working on worksheets or doing excercise of text books which easily find in the school. Meanwhile, *Natural Approach* is an approach which allows the students to discover their skills of language started from listening, speaking, reading, and writing by them selves.

The objective of this research to find out whether natural approach can improve the fluency and accuracy of the Training Class students of EECC in Tutorial Program.The Design used in this research is Classroom Action Research with two cycles which consisted three meetings on every cycle with eight students of training class in tutorial program as the subjects of the research. Meanwhile, the process of natural approach during the class started by planning, acting, observing, and reflectin. The researcher also took two instruments they are observation by using deductive coding as the technique of analyzing data, and then test of fluency and accuracy of the students.

On the pre reflection activity, the students had some problems of fluency and accuracy of speaking. The problems were thinking grammatical rules, translating English expressions, less accuracy when respond, having poor pronunciation, and low vocabulary expossures. Then, as the result of fluency and accuracy which had improvements started from the pre-cycle, first cycle, and finally stoped on second cycle. The improvements of the class was 1% from the pre-cycle, but on the second cycle the improvement was 10,28% from the first cycle. While, on the second cycle, the researcher did redo activity in pre-teaching steps as reflection results of the previous research. They also had better condition just like the expected such as can speak without thinking grammatical rules, can respond without any translating times, can speak accurately, have good pronunciation, have more vocabulary.

The researcher draws some conclusion that natural approach can improve the fluency and accuracy of the training class students of EECC (Effective English Conversation Course) in Tutorial Program.And addresses suggestion to the director of EECC, to the teachers and tutor of EECC, to the students of training class, and to future researcher.

ABSTRACT

Aji Rahma, Kresna. 2013. *Meningkatkan Kelancaran dan Keakuratan Berbicara pada Siswa Training Class di EECC (Effective English Conversational Course) di Program Tutorial melalui Pendekatan Natural*. Skripsi: Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Mutohhar, S.Pd, M.Pd.

Kata Kunci: *Pendekatan Natural, Kelancaran dan Keakuratan Berbicara*

Penelitian ini bertempat di Effective English Conversation Course cabang dari Pare-kediri dengan delapan siswa training class. Lembaga kursus ini bertujuan untuk mencetak siswanya agar dapat berbicara lancar serta akurat selama perbincangan yang berarti para siswa dapat berinteraksi dan berkomunasi secara spontan. Keadaan tersebut dapat terjadi ketika mereka memliki kemampuan untuk berkomunikasi, bukan kemampuan untuk mengerjakan LKS atau mengerjakan soal-soal latihan yang dengan mudah kita temukan di sekolah. Sedangkan, pendekatan natural adalah sebuah pendekatan yang memberikan kesempatan kepada siswa untuk memahami kemampuan mereka sendiri yang terdiri dari mendengarkan, berbicara, membaca, dan menulis.

. Tujuan penelitian ini adalah untuk mencari tahu bisakah pendekatan natural meningkatkan keakuratan dan kelancaran berbicara pada siswa training class EECC di tutorial program. Desain yang digunakan adalah Penelitian Tindakan Kelas dengan dua siklus yang masing-masing terdiri dari tiga pertemuan dengan subyek penelitian sejumlah delapan orang siswa. Sedangkan, selama proses pendekatan natural di dalam kelas di mulai dengan perencanaan, penerapan, observasi, dan refleksi. Peneliti juga menggunakan dua instrumen yang terdiri dari observasi dengan deductive coding sebagi teknik untuk menganalisa data, dan test kelancaran dan keakuratan.

Pada kegiatan pra-siklus, para siswa mempunyai masalah kelancaran dan keakuratan dalam berbicara. Masalah tersebut antara lain memfikirkan aturan tatabahasa, menerjemahkan ekspresi Inggris, kurangnya keakuratan ketika merespon, memiliki keakuratan yang lemah, dan sedikit masukan kosakata. Kemudian, sebagai hasil meningkatnya kelancaran dan keakuratan yang terjadi dari pra-siklus, siklus pertama, dan berakhir di siklus kedua. Rata-rata peningkatan siswa sebesar 1% dari pra-sikuls, tetapi pada siklus kedua tercatat sebesar 10.28% dari siklus pertama. Sedangkan pada siklus kedua, peneliti melakukan kegiatan ulang di langkah pra mengajar sebagai hasil dari refleksi pada siklus sebelumnya. Mereka juga memiliki kondisi yang seperti diharapkan seperti mampu berbicara tanpa memikirkan tatanan bahsa, mampu merespon tanpa menerjemahkan, mampu bicara secara akurat, memiliki pengucapan yang baik, dan memiliki kosakata yang lebih banyak.

Peneliti menyimpulkan bahwa pendekatan natural mampu meningkatkan kelancaran dan keakuratan berbicara siswa training class EECC. Peneliti juga menyampaikan saran kepada direktur EECC, seluruh tenaga didik EECC, kepada siswa training class, dan kepada peneliti di masa depan.

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