

THE IMPLEMENTATION OF “ARIAS” STRATEGY TO INCREASE STUDENTS’ SPEAKING SKILL AT SMA NEGERI 1 BUNGORO
Implementasi Strategy “ARIAS” Untuk Meningkatkan Kemampuan Berbicara Siswa SMA Negeri 1 Bungoro.

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ABSTRACT

The Implementation of “ARIAS” Strategy to Increase Students’ Speaking Skill at SMA Negeri 1 Bungoro. The objective of the research is intend to know the increasing of the students’ accuracy and fluency in speaking through ARIAS strategy at third year students’ of SMA Negeri 1 Bungoro. The method of this research is classroom action research consist of two cycles. Both of cycles consist of four meetings. It means that there are eight meetings for two cycles. The subject in this research is X.3 Senior High School in 2011-2012 academic years. That consists of 17 women and 35 men. Instruments are speaking test and observation.

Keywords: *Speaking, Assurance, Relevance, Interest, Assessment, Accuracy, Fluency and Satisfaction.*

Penerapan Strategi "ARIAS" untuk Meningkatkan Keterampilan Siswa Berbicara di SMA Negeri 1 Bungoro. Tujuan dari penelitian ini adalah ingin mengetahui peningkatan akurasi siswa dan kefasihan dalam berbicara melalui strategi ARIAS pada siswa tahun ketiga dari SMA Negeri 1 Bungoro. Metode penelitian ini adalah penelitian tindakan kelas terdiri dari dua siklus. Kedua siklus terdiri dari empat pertemuan. Ini berarti bahwa ada delapan pertemuan selama dua siklus. Subjek dalam penelitian ini adalah X.3 SMA tahun 2011-2012 tahun akademik. Yang terdiri dari 17 perempuan dan 35 laki-laki. Ada 2 intrumen yang digunakan tes berbicara dan observasi.

Kata Kunci: *Berbicara, Jaminan, Relevansi, Bunga, Pengkajian, Akurasi, Kefasihan dan Kepuasan.*

Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us. Speaking plays an important role in learning especially in foreign language; in this case a teacher should choose appropriate method, technique and a good atmosphere as an effort to make teaching fresh and interest in order to motivate students to learn English. Rasyid in A. Najmawati (1992:1) stated that the focal point of English language teaching in Indonesia is in the classroom because this is



where contact among teacher, students, materials and method/approaches occurred. However, it cannot be denied that the way of teachers in teaching the students effects the achievement or the result of the learning. The students will be easier to learn in the class if the teachers use appropriate method or strategy in the class. The method or strategy must cover some elements in learning process. In increasing speaking skill, the teachers sometimes find difficulties to encourage students to speak.

This problem shows that the teachers are not merely demanded to teach and explain, but also pay attention to some things which will help much more in teaching. These things are the assurance, relevance of the material, the interest of the students in learning process, and also the way to measure their ability or assessment. All these components will support the teachers' effort to encourage students and improve their speaking skill ability. Considering that, the researcher have taken an action research on the students' increasing in speaking, so that the solution is by teaching speaking using ARIAS strategy. The ARIAS offers a complete method that motivated the students to speak and increase their ability in speaking. It grows the students' confidence to speak and encourage them to be active in the classroom.

DEFINITION OF ARIAS

According to Keller and Kopp (1987: 2-9), ARIAS learning model is interesting because it is developed based on learning and teaching theories. The evaluation or assessment is held not only in the end of the learning process but also during the learning process. Evaluation is held to measure how far the students' learning achievement. Evaluation which is held during the learning process according to Saunders et.al. Will influence the result of students' learning achievement. Based on that prominent reason, ARIAS is modified by adding evaluation component in the process of learning. This learning model involves five components, they are; Attention, Relevance, Confidence, Satisfaction, and Assessment. Modification is done by changing the "confidence" becomes "assurance" because "assurance" is a synonym of "self-confidence" (Morris, 1981: 80). In learning process, the teacher doesn't only believe that the students will be able to learn easier but also they can be more confidence with their own



capability. The changing of the word “attention” becomes “interest” involve the definition of attention. “Interest” word is raising the students’ attention during the learning process. To get the better acronym, the arranging of the word is modified becomes assurance, relevance, interest, assessment and satisfaction. The meaning of this modification is the first effort in learning process to build students’ self-confidence. Learning activities have relevancy toward students’ life, try to effect and conserve students’ attention. Then, evaluation is done to grow students’ proudness to give reinforcement.

ARIAS COMPONENT

ARIAS learning model consists of assurance, relevance, interest, assessment, satisfaction which is arranged based on learning theories. The five components are one unity require learning process. The short descriptions of each component and some samples can be done to intrigue and increase learning as below.

A. Assurance

Assurance is related to self-confidence, be sure for being successor related to expectation to achieve something. (Keller, 1987:2-9). According to Bandura, a man who has self- confidence prone to be success with what she or he has. Attitude for being confidence, believe can be success to achieve something will influence them to behave for a success. This attitude encourages the students to behave to achieve success in learning activity (Petri, 1986: 218). In other word, education in the globalization era is more emphasize the development of students in all aspects. The teacher doesn’t only pay attention to speech ability, coordination, and social skill. The teacher encourages each individual to solve emotional or physical problem of them.

B. Relevance

Relevance is related to students’ life, whether about their experiences in this present time or in the past which are related with career needs for this time being or for the future (Keller, 1987; 2-9). Students feel the learning activities that they follow have contributions, and advantages for their life. Students will be assisted to learn something if they know the relevance of the lessons with their life. In learning process, the teacher needs to pay attention



toward the substantial of relevance. Some of ways can be used to increase the relevance in learning; explain the benefits of the lessons to the students, explain the goals will be achieved, use clear languages to explain and real samples based on environment experiences and also use strategy and appropriate tools in teaching.

C. Interest

Interest is related to students' attention and willingness to study. Woodruff (1966: 23) state that the learning process will not happen without interest and willingness. Keller also state that in learning process interest is not only needed to be assist but also be maintained during the process of learning. Interest is a useful tool in increasing students' achievement. Some ways can be used to increase students' willingness to study: the teacher use a story, analogy, picture series or something new in to teach, the teacher make some variations in learning activity as Lesser state variations from serious to humorist, from slow to be fast, and style in teaching.

D. Assessment

Assessment is related to the evaluations. Evaluation is one of main part in learning process whether for the teachers or the students. Among the macro skills of language, it has been widely recognized that speaking, particularly in a second or foreign language, is the most difficult language skill to assess? The various directions and foci in the testing of speaking abilities of learners frequently Lack solid grounding on theory and pedagogy and reliable test designs (Pennington, 1999; Murcia, Brinton, & Goodwin, 1996). This is due, for the most part, to the difficult matching of the testing goals and the appropriate instruments and tasks for assessment. Speaking as a major construct for testing is likewise divided into different criteria with highly diverse applications. The testing of pronunciation (both segmental and supra segmental), spoken grammar, spoken vocabulary, and even sociolinguistic applications of speech all fall into the construct of speaking but largely require discrete test designs and measures. This is a challenge for classroom teachers and researchers of learners' speaking abilities. Knowing what to test specifically and how to conduct the testing process require



applicable theories and valid procedures that map out the direction of the assessment strategy. As a result, drawing upon applied linguistic theories. Some ways can be used to evaluate students' result in learning. Does the evaluative feed- back toward students' achievement, give the objective evaluation and inform the result to the students. Give a chance for students to evaluate their self and their friend.

E. Satisfaction

Satisfaction is related to the gloried of the students with their achievement in learning. Success and proudness is reinforcement for the students for the next success (Gagne and Driscoll, 1988: 70). Reinforcement will give satisfaction to the students is prominent in learning process. Some ways can be used to give satisfaction to the students; give a chance to the students to apply their skill or knowledge in the real situation or simulation, ask the students to help their friends who find difficulties in learning activities.

ELEMENTS OF SPEAKING

A. Pronunciation

Pronunciation is the act of pronouncing a word or words (The new shorter Oxford English Dictionary: 1993). Pronunciation consists of a number of different elements. Each of these elements is important and contributes to a speaker's ability to speak clearly and fluently so that they can be understood by many different people in many different situations.

B. Body language

This element of pronunciation involves various parts of the body; the way you stand or sit when talking, the angle of your shoulders, your stance. Your head / face - where you look when you speak, how often you look at the people you are speaking to in the eye and how long you hold their gaze, whether you move your head up, down or side to side. Your hands / arms - your hand gestures and arm movements.

C. Voice quality

This relates to how your voice sounds. Your voice might be quiet, loud, and high or low pitched, husky, squeaky, etc. How you breathe also



affects your voice quality. The speed of your speaking, whether very quick or very slow can have an effect on your voice quality. This last thing is related to the rhythm of you speech.

D. Rhythm - pausing and stress, - linking and reduction

Rhythm in speech involves many things. It includes where you pause in a sentence and which words you stress, or which parts of words (syllables) that you stress. 'Stress' relates to how loud you say a word, or how much emphasis you put on that word or syllable. Related to rhythm is linking. Fluent speakers 'run' their words together and this sometimes make it difficult for learners of English to understand native speakers. As a speaker you need to link words and to also reduce or weaken some words or parts of words. (For example when the phrase "night and day" is said by native speakers, they usually do not pronounce 'and' fully but make it sound like 'n'. This is an example of a reduced or weakened word. In the sentence, "Look out the window!" there is linking (look-out) and weakening or reduction (the).

E. Intonation

This is the use of different pitch and changes in pitch to convey meaning in a sentence. The same words can be said with different pitch and the listener understands something different. e.g. "She's finished" said with a rise in pitch at the end becomes a question. Said without this rise it is a statement. Intonation is used to express a great number of different meanings, including emotions and attitudes.

F. Sounds

The individual sounds of English may be different to the sounds in your first language. Or perhaps more importantly, they may be combined with other sounds in different ways or appear in different parts of a word. The vowels and consonants of English are important elements of pronunciation, each of these elements contributes to a person being a competent and clear speaker of English and no single element alone is the key to good pronunciation. However, achieving competence in all of these elements is important and should be each learner's goal.



F. Accuracy

Accuracy is the state of being correct or exact and without error especially as result of careful effect. (Oxford Advanced Learner's Dictionary 1995: 9). Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative. A child in early primary isn't capable of the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

G. Fluency

Fluency is the state of being able to speak the language smoothly and easily (Oxford Learns Pocket Dictionary, 1991) and students are to communicate easily to other friends. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency generally increases as learner's progress from beginning to advanced readers and writers. Language teachers who concentrate on fluency help their students to express themselves in fluent English. They pay more attention to meaning and context and are less concerned with grammatical errors. There are four characteristics of fluency activity, they are:

1. The facts are usually whole pieces of discourse: conversation, stories, etc.
2. Performance is assessed and how well ideas are expressed or understood.
3. Texts are usually used as they would be in real life.
4. Tasks are often simulated real like situation.

H. Vocabulary

Vocabulary is the range of language of a particular author, group, discipline book and etc. (The New Shorter Oxford English Dictionary: 1993)

1. Definition of Vocabulary

It is important to know what vocabulary is. There are many definitions of vocabulary. According to Oxford Learner Dictionary of Current English,



vocabulary is ‘total number of words which (with rules for combining them) make up language (rang of) words to use by, a person in trade, profession etc’ (Hornby, 1986).

Webster (1980) point out that the vocabulary is a list of words and sometimes phrase, usually arranged in alphabetical may be categorized as having for separate but largely overlapping components indicate how vocabulary is processed and how it is used. Each of us has receptive and productive capacity and within capacity we processed and utilized both spoken and written language

2. Kinds of vocabulary

Harmer (1991: 157) divides vocabulary into types namely:

- a. Active vocabulary; refers to vocabulary which students have learned and which they are expected to be able to use.
- b. Passive vocabulary; refers to vocabulary which students will recognize when they meet them, but which they will probably no able to produce

METHODOLOGY

This research used *classroom action research* that contains of four stages, they are: Planning, Implementation of Action, Observation, and Reflection. This research conducted two cycles, they are first and second cycle and each cycle is the series of activity which has close relation. Where, the realization of the second cycle is continuing and repairing from the first cycle.

Cycle I

1. *The Planning*

The activities that have done in this stage as follows:

- a. Studying and understanding the material that have been taught
- b. Making the lesson plan for the implementation of action
- c. Making the sheet of students’ assessment, to measure the students’ speaking ability with ARIAS

2. *Implementation of action*

The activities that have done in this stage are:

- a. The teacher explained the lesson based on the curriculum at school



- b. The students have been given speaking conversation script based on their amount in a group of speaking
- c. The students memorize the text based on their part
- d. The students performed their conversation in front of the classroom, based on their group

3. Observation

Observation is collecting data activity related with the learning English process which had solving problem and learning strategy which is improving stated by Adnan Latief (2009: 27). So in this stage the researcher prepared collection data, instrument data collector have used, data source have explained, and collection data and data collection technique have used.

4. Reflection

Analyze all of the data which had been collected from observation, to assess the teaching program's achievement after given an action at the first cycle. The result can be a basic to formulate the next repairing lesson plan.

Cycle II

The stages that have done in the second cycle are almost same with the first cycle by doing several repairmen or adding several activities based on reality in the class. This research conducted on **Januari** until **March, 2012** at SMA Negeri 1 Bungoro, Pangkep Region, and South Sulawesi. This research used two variables, they are:

a. Independent variable

The independent variable is implementation of ARIAS strategy. It is as the method used by the teacher when teaching the material.

b. Dependent variable

The dependent variable is the students' speaking proficiency which covers fluency and accuracy.

The research instrument of this research, there are two. They are;

a. Observation List

Observation sheet is used to watch out the situation of teaching and learning process which covers the method applied by a teacher in the class.



b. Test

The test will be used in the observation stage of every cycle to measure the students' motivation in speaking. In this case, the researcher will ask the students to play a role in speaking based on their turn in conversation.

Collecting data is done with the following procedures:

- a. Data source: the data source in this research is the students' motivation in speaking before getting the material through ARIAS strategy.
- b. The students are given an oral test to the students. It is done after implementing the ARIAS strategy in the class or in the observation stage of classroom action research which will be done in every cycle. The following activities are:
 1. The researcher explained material use the strategy of ARIAS.
 2. The researcher is given script of conversation based on the number of students in a group.
 3. The students performed their speaking activity or conversation in front of the class.

There are two components that to be concern of the researcher in this research to increase students' motivation in speaking.

1. Data analysis

To analyze the data in the classroom action research is done by quantitative. The quantitative data used descriptive analysis. The descriptive analyses that used are mean score, table distribution of frequency, minimum value, maximum value, and percentage.

2. To calculate the mean score of the students' test result. The researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{x}	= Mean score
$\sum X$	= the total number
N	= the number of sample

(Tiro, Muhammad Arif and Baharuddin Ilyas, 2002: 69)



To describe the students' motivation in speaking in every cycle, the researcher used table distribution of frequency and percentage with the following steps that is explained by Tiro, Muhammad Arif (2000: 116):

1. Deciding the range value, with the following formula:
 $R = \text{the highest score} - \text{The lowest score}$
2. Deciding the interval class is needed. The amount of the class depends on the necessity, but usually used five classes until twelve.
3. Deciding distance of the class p, with the following procedure:
$$p = R/n$$

Where: p = Distance of the class
R = Range
n = Amount of the class
4. Choosing the lowest class as the first interval class and the table finished by using the values on the data.
5. Then, the data also made in the percentage form.

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the result of the students' activeness observation in teaching and learning process, the improvement of the students' speaking proficiency, and the students' attitude toward the application of communicative approach, and the discussion of the research covers further explanation of the findings. The findings of classroom action research deal with the answer of the problem statement which its aim is to improve students' accuracy and fluency in speaking. The findings consist of students' ability in speaking and observation result. The data of speaking accuracy consists of three items namely: vocabulary, pronunciation and grammar. While the data of speaking fluency consist of one item namely: smoothness.

1. The Students' speaking accuracy

The following table shows the students' speaking accuracy of cycle 1 and cycle 2.



Table 1. The students' speaking accuracy from cycle 1 to cycle 2

Cycle	Variables			Accuracy
	Vocabulary	Pronunciation	Grammar	
I	6.4	6.1	6.0	6.1
II	8.0	7.6	7.3	7.6

Both the diagrams above show the students' mean score of accuracy in speaking which covers three items namely vocabulary, pronunciation, and grammar. The diagram shows the improvement of students' mean score of accuracy after the implementation of the ARIAS startegy as an action in the first cycle and second cycle. This graphic presents the students' mean score in cycle 1 and cycle 2 which focused on speaking accuracy. From the graphic it's known that there is an improvement of the mean score in the cycle 1 to cycle 2. It can show the process of the mean score from 6.1 to 7.6.

2. The students' percentage of speaking accuracy

a. Vocabulary

Table 2. Percentage of Vocabulary Assessment in Cycle I and II

Classification	Score	Cycle I		Cycle II	
		F	%	F	%
Excellent	9.6 – 10	0	0	0	0
Very good	8.6 – 9.5	7	23,33	9	30,00
Good	7.6 – 8.5	10	33,33	11	36,66
Fairly good	6.6 – 7.5	7	23,33	8	26,66
Fair	5.6 – 6.5	4	13,33	2	6,66
Poor	3.6 – 5.5	2	06,66	0	0
Very poor	0.0 – 3.5	0	0	0	0
		30	100	30	100

Based on the table above, it can showed that in Cycle I there was no students got classification score very poor, there were 7 students (23,33 %) got poor, 4 students (13,33 %) got fair, 7 students (23,33 %) got fairly good, 10 students (33,33 %) got good and there were no students got classification scores very good and excellent. The results in Cycle I indicates that some of students still lack of vocabulary.

In Cycle II there were no students got classification score very poor and poor, there were 2 students (6,66%) got fair, 8 students (26,66%) got fairly good,



11 students (36,66%) got good, 9 students (30,00%) got very good and there was no students got excellent. The result in Cycle II indicates that some of students experienced an improvement than Cycle I.

b. Pronunciation

Table 3. Percentage of Pronunciation Assessment in Cycle I

Classification	Scores	Cycle I		Cycle II	
		F	%	F	%
Excellent	9.6 – 10	0	0	1	3,33
Very good	8.6 – 9.5	2	6,66	5	16,66
Good	7.6 – 8.5	8	26,66	15	53,33
Fairly good	6.6 – 7.5	11	13,33	6	20
Fair	5.6 – 6.5	6	20	2	6,66
Poor	3.6 – 5.5	3	10,00	1	3,33
Very poor	0.0 – 3.5	0	0	0	0
		30	100	30	100

Based on the table above, it can show that in Cycle I there was no students got classification score very poor, there were 3 students (10,00 %) got poor, 6 students (20 %) got fair, 11 students (13,33 %) got fairly good, only 8 students (26,66 %) got good, 2 students (6,66%) got very good, and there were no students classification scores excellent. The results in Cycle I indicate that some of students still lack of pronunciation. In Cycle II there were no students got classification score very poor, there were 1 student (3,33%) still got poor score, there were 2 students (6,66%) got fair, 6 students (20%) got fairly good, 15 students (53,33%) got good, 5 students (16,66%) got very good and there was 1 student (3,33) got excellent. The results in Cycle II indicate that some of students experienced an improvement than Cycle I.

c. Grammar

Table 4. Percentage of Grammar Assessment in Cycle I

Classification	Score	Cycle I		Cycle II	
		F	%	F	%
Excellent	9.6 – 10	0	0	0	0
Very good	8.6 – 9.5	2	6,66	9	30,00
Good	7.6 – 8.5	8	26,66	15	50
Fairly good	6.6 – 7.5	11	36,66	3	10,00
Fair	5.6 – 6.5	6	20	3	10,00
Poor	3.6 – 5.5	3	10,00	0	0
Very poor	0.0 – 3.5	0	0	0	0
		30	100	30	100

Based on the table above, it can showed that in Cycle I there was no students got classification score very poor, there were 3 students (10,00 %) got



poor, 6 students (20 %) got fair, 11 students (36,66 %) got fairly good, 8 students (26,66 %) got good, 2 students (6,66%) got very good and there were no students got classification scores excellent. The results in Cycle I indicate that some of students still lack of grammar. In Cycle II there were no students got classification score very poor and poor, there were 3 students (10,00%) got fair, 3 students (10,00%) got fairly good, 15 students (50%) got good, 9 students (30,00%) got very good and there was no students got excellent. The result in Cycle II indicates that some of students experienced an improvement than Cycle I.

3. The students' mean score of speaking fluency

The following table shows the students' mean score of speaking fluency of cycle1 and cycle 2.

Table 5. The students' speaking fluency of cycle 1 and cycle 2

Cycle	Fluency (Smoothness)
Cycle I	6.06
Cycle II	7.46

The graphic above shows the students' mean score of speaking fluency of the students of the third year students of SMP Muhammadiyah 5 Mariso. This graphic presents that the students' mean score in cycle 1 and cycle 2 which focuses on speaking fluency. From the graphic it's known that there is an improvement of the mean score in the cycle 1 to cycle 2. It can show the process of the score from 6.8to 8.0.

4. The Students' percentage in speaking fluency

a. Smoothness

Table 6. Percentage of Smoothness Assessment in Cycle I and II

Classification	Score	Cycle I		Cycle II	
		F	%	F	%
Excellent	9.6 – 10	0	0	1	3,33
Very good	8.6 – 9.5	3	10	5	26,66
Good	7.6 – 8.5	3	10	7	23,33
Fairly good	6.6 – 7.5	6	20	4	13,33
Fair	5.6 – 6.5	8	26,66	6	20
Poor	3.6 – 5.5	9	30	7	23,33
Very poor	0.0 – 3.5	1	3,33	0	0,00
		30	100	30	100

Based on the table above, it can showed that in Cycle I, there was 1 student (3, 33%) got classification score very poor, there were 9 students (30 %) got poor, 8 students (26, 66 %) got fair, 6 students (20 %) got fairly good, only 3



students (12 %) got good, there were 3 students (10%) got very good, and there were no students got classification score excellent. The results in Cycle I indicate that some of students still lack of smoothness. In Cycle II there were no students got classification score very poor, there were still 7 students (23,33) got poor, there were 6 students (20%) got fair, 4 students (13,33%) got fairly good, 7 students (23,33%) got good, 5 students (26,66%) got very good and there was 1 student (3,33) got excellent. The result in Cycle II indicates that some of students experienced an improvement than Cycle I.

5. Observation Result

The following table shows the students' participation in learning speaking of cycle 1 and cycle 2.

Table 7. The students' observation in learning speaking

Cycles	Participation			
	1 st Meeting %	2 nd Meeting %	3 rd Meeting %	4 th Meeting %
Cycle 1	50	55	63	67
Cycle 2	73	77	80	83

Based on the table above, the researcher can explain that the result of students' observation in learning process through talking chips every meeting in cycle 1 is still low with percentage of first meeting till fourth meeting are 50, 55, 63, and 67. The Presentations of the first meetings till fourth meeting of the cycle 2 are 73, 77, 80, and 83. It means that there is an improvement can be shown in students' observation process from cycle 1 to cycle 2.

The discussion aims to answer the question as follows:

1. How is the increasing of students' speaking fluency through ARIAS Strategy?
2. How is the increasing of students' speaking accuracy through ARIAS Strategy?
 - a. The students' improvement of mean score in speaking accuracy through ARIAS strategy.

In applying the ARIAS strategy in learning process in the class, the researcher found that the mean score of test in cycle 2 of students' proficiency in speaking accuracy was greater than test in cycle 1, in table 1 page 27 shows that in test of cycle 1 students' mean score got 6, 1 and after repairing



the action in cycle 2 got 7.6. Therefore the researcher indicates that there was a significant improvement of speaking accuracy though ARIAS strategy.

b. The students' percentage in speaking accuracy

1. Vocabulary

Based on the data in previous findings the results indicated that some of the students have improvement in vocabulary than the first cycle. In the first cycle 33,33 % got good classification score, but in the second cycle become 36,66 % got good, and very fair being less 6,66 % from 13,33 %, even there were 9 students got very good score where the first cycle there were only 7 studnets

2. Pronunciation

Based on the results of data indicated that some of the students have an improvement in pronunciation in Cycle II than Cycle I, especially in Good classification score there are 8 students (26, 66) % but in the second cycle become 53,33 % got good, and poor score being less 3,33% from 10,00 %, even there are 5 students got very good score and 1 of them got excellent score.

3. Grammar

Based on the data in previous findings indicated that some of the students have improvement in grammar than the first cycle, especially in Good classification score there were 8 students 26,66 % but in the second cycle become 50 % got good, and very fair being less 10% from 30 %, even there were 9 students got very good score.

c. The students' improvement of mean score in speaking fluency through ARIAS strategy

From the data analysis in the previous findings, the researcher found that the mean score of test in cycle 2 of students' ability in speaking fluency was greater than test in cycle 1, in table 2 page 31 showed that in test of cycle 1 got 6.8, after repairing the action in cycle 2 got 8.0. Therefore the researcher indicates that there was significant improvement of speaking fluency through natural approach.



d. The students' percentage in speaking fluency

Based on the data in previous findings indicated that some of the students have improvement of smoothness in Cycle II than Cycle I, especially in Good classification score there were 5 students (12%) in cycle I got good but in cycle II become 28.5 %, and very fair being less 12 % from 40.4 %, even that there are 10 students got very good score.

e. The observation result of the students' participation in learning speaking through natural approach.

Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students from the first meeting till fourth meetings were 50, 55, 63, and 67 with mean score of four meetings as cycle 1 was 58.75. Percentage of the first till the fourth meeting of the cycle 2 were 73, 77, 80, and 83 with the mean score 78. From the data analysis shows that the students' participation in cycle 1 in process learning is still low. So that's why the researcher did repairing in cycle 2 so that there was a significant improvement in cycle 2 of students' participation. Based on the all result of data analysis above, researcher concludes that there are significant improvements of students' speaking accuracy, fluency and participation of students in learning process.

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