

Implementation of the Natural Approach to Enhance Learners Vocabulary of A1-Level

Implementación del enfoque Natural para mejorar el vocabulario de estudiantes de nivel A1

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Resumen

Esta investigación se centra en el Enfoque Natural para la Adquisición de una Segunda Lengua ayudando así a mejorar el vocabulario de los estudiantes de cuarto grado de nivel A1 de la Institución Educativa César Dávila Andrade en Cuenca-Ecuador. Según investigaciones esta estrategia ha generado más interés que otras teorías creativas de enseñanza de idiomas, enfatizando que la infancia es la edad perfecta para adquirir un idioma. Por lo tanto, es vital que los estudiantes se sientan involucrados en un aprendizaje auténtico y que activamente adquieran un nuevo idioma, lo que llevará a conversaciones significativas en entornos naturales. Además, los estudiantes necesitan motivación, concentración y habilidades de resolución de problemas para lograr un nivel adecuado en el aprendizaje del inglés. Esto significa que el proceso de enseñanza-aprendizaje debe considerar la aplicabilidad y las limitaciones. En consecuencia, la educación moderna requiere ajustes significativos en los componentes pedagógicos y tecnológicos. En este contexto, la investigadora realizó un análisis profundo de la revisión bibliográfica vinculada a ambas variables: el Enfoque Natural y la mejora del vocabulario en alumnos de cuarto grado. La metodología utilizada en este estudio fue cualitativa y cuantitativa lo que permitió recolectar datos a través de una prueba diagnóstica, un pre-test, un post-test, una lista de observación y una encuesta con autorización de los padres. Los resultados obtenidos confirmaron la importancia de la aplicación de estrategias creativas basadas en el método natural para mejorar el aprendizaje de vocabulario del idioma inglés.

Palabras clave: Enfoque Natural; estrategias creativas; aprendizaje auténtico

Abstract

This research focuses on the Natural Approach to Second Language Acquisition to help learners of fourth-grade level A1 of Cesar Dávila Andrade School in Cuenca-Ecuador improve their vocabulary. According to research, this strategy has generated more interest than other creative language teaching theories, emphasizing that infancy is the perfect age to acquire a language. As a result, it is vital that students feel engaged in authentic learning and actively learn a new language, which will lead to fruitful conversations in natural settings. Further, students need motivation, concentration, and problem-solving skills to achieve an adequate level of English language learning. This means that the teaching-learning process should consider applicability and constraints. Consequently, modern education requires significant adjustments to pedagogical and technology components. In this context, the researcher made a deep analysis of the literature review linked to both variables: the Natural Approach and the improvement of the vocabulary in learners of fourth grade. The methodology utilized was qualitative and quantitative, allowing for data collection via a diagnostic test, a pre-test, a post-test, an observation checklist, and a survey with their parents' approval. The results demonstrated the relevance of using creative strategies based on the natural method to promote vocabulary learning in English.

Keywords: Natural Approach; creative strategies; authentic learning

Introduction

Vocabulary is an essential element of learning a second language since it serves as the foundation for a learner's ability to read, write, speak, and listen. Krashen (1987) argues that acquiring a language is a subconscious process, comparable to how children master their mother tongue. As a result, teachers must be effective designers of the resources and procedures that will be employed in the teaching-learning process.

This study aims to promote vocabulary learning strategies in a friendly environment via the use of games and simulations to reinforce Communicative Language Teaching (CLT) methods, as suggested by Richards (2006), as well as investigating teachers' teaching strategies and methods, with a focus on constructionist thinking and Krashen's Natural Procedure, which is linked to current educational trends.

These ideas help teachers construct effective classes using genuine materials and group work that emphasizes peer collaboration and interaction (McLeod, 2014). Furthermore, they emphasize that students should use English in real-life situations to improve their vocabulary and confidence through innovative strategies because learning must be centered on the learner's communicative needs, and the teaching and learning process must be continuous and socially relevant (Richards and Rodgers, 1986).

Juma (2024) states reflective self-criticism among teachers and innovative, participative learning environments is crucial. Meanwhile, Bruner (1966) says education issues are so difficult to solve because it is not established according to the social needs of the individuals and it is essential to observe how learners process information and produce the language.

In addition, Bruner emphasizes the need for instructors to adopt innovative techniques to engage pupils in language acquisition. As well as the environment where they feel encouraged and teachers facilitate and support them to develop their linguistic skills where their cognitive development is linked to technological and cultural advances because human beings are born into a cultural environment, thus, culture shapes the human mind (Bruner, 1966).

Considering these perspectives, the independent variable is the Natural Approach implementation, and the dependent variable is the increase in vocabulary of fourth-grade elementary-level A1 students. They highlight Krashen's idea, which is that children learn their first language instinctively. He believes that people learn spontaneously through examples that use significant words.

According to Krashen (1985), the input hypothesis is based on how students acquire language. Furthermore, he believes that natural communicative input must be related to the

learner's age, motivation, self-confidence, anxiety, and personality factors that are crucial in language learning for children to be successful learners (Krashen, 1985).

This investigation utilized a mixed approach that is quantitative and qualitative. Therefore, the quantitative method will be applied to the data collection of the diagnostic test, the pre-test, and the post-test which were applied to 30 students, these instruments were designed according to the context in which the children mentioned before learned. The findings obtained will allow future researchers to analyze and compare the significant learning progress. A qualitative approach was used to analyze the results of the observation checklist, and the survey which was applied to the study population (Wallwey & Kajfez, 2023).

This study reveals that EFL students in fourth grade at "César Davila Andrade" face challenges in learning English such as learners' shyness, and crowded class sizes since the teaching-learning process should consider the validity and limitations of knowledge besides its rejection. Likewise, a lack of internet connection also impacts the quality of English learning. In addition, grammar, pronunciation, vocabulary, and difficulty understanding audio or videos and readings based on their level.

Consequently, it is paramount to make a change in vocabulary learning that makes it possible to optimize the students' communication skills. Estimating this approach will allow learners to excel in the English language in a similar way as native speakers.

Hence, the Natural Approach was implemented to learning new vocabulary by using different techniques to assess their understanding level through the learning activities for teaching the English language, where grammatical points are not appraised. Accordingly, educators have to allow errors learners because the Natural Approach emphasizes that second language acquisition is a natural process, in other words, it is similar to how children develop their linguistic abilities in their mother tongue.

The Natural Approach to language learning focuses on communicative and reasonable information. It keeps students engaged and centered on developing their vocabulary by doing fun tasks such as labels, filling in the spaces, storytelling, matching pictures and songs, and guessing activities that use voice, movements, facial expressions, and visuals. Furthermore, language games highlight the collaborative aspect of communication, resulting in a more effective learning experience (Krashen 1987).

The study explores improving English proficiency in Ecuadorian public schools through the Natural Approach to Second Language Acquisition, stressing the importance of vocabulary in English learning as a second language, consequently, the researcher investigated some authors who made studies related to the dependent variable and independent variable of this study.

Amiruddin & Jannah (2020) state that natural approaches in higher education enhance English proficiency, reduce hesitancy, and should be supported by teachers and academic society. Esra (2017) suggests vocabulary learning game strategies enhance trustworthiness in teaching practices, reduce stress, and promote self-esteem, highlighting the natural approach's effectiveness in enhancing student learning.

Shi and Ariza (2018) emphasize the importance of early knowledge acquisition through meaningful inputs, with a focus on understanding rather than production. The study aligns the Natural Approach principle with five hypotheses, to identify effective teaching strategies for an acquainted and committed student learning a language. Hidayatullah et al., (2022) emphasize the importance of visual and auditory kinesthetics in vocabulary acquisition, highlighting the role of active class participation and the use of physical objects.

Krashen's theory led to James Asher's 1960s Total Physical Response Methodology, which promotes effective language learning, reduces stress, and lowers affective filters, aligning with Krashen's five hypotheses. So, T.P.R is an effective technique to put into practice the Natural Approach, especially in elementary schools (Shi & Ariza, 2018). Further, Hariat's (2020) study suggests that incorporating real objects into vocabulary can enhance vocabulary acquisition, underlining the importance of teachers attracting students' interest and tailoring lessons accordingly.

As the researcher mentioned earlier, the independent variable of this research is the implementation of the Natural Approach, with the following dimensions: 1. Benefits of the Natural Approach, indicators: Focus on Communication, Reduce Anxiety, and Improve learner self-confidence. 2. Effective learning techniques, indicators: Audio-visual aids, Miming and gestures, Total Physical Response (TPR) method, and Pair work activities. The dependent variable is Enhancing the vocabulary with the dimensions: 1. Principles of learning and teaching vocabulary, indicators: Simplicity and Clarity, High-Frequency Words, Repetition and Exposure. 2. Types of vocabulary, indicators: Active vocabulary and Passive vocabulary. 3. Enhancing Vocabulary, indicators: Meaning. Pronunciation, and Spelling.

What is the Natural Approach?

The Natural Approach to language teaching emphasizes Krashen's theory hypotheses like a natural language acquisition process, where students use language for communication. Therefore, effective learning techniques provide comprehensible input in low-anxiety settings, allowing students to produce when they are ready, rather than pressuring or correcting their production (Krashen, 1987).

Moreover, it is considered one of the best ways to help young learners acquire either their native or second language by incorporating things like realia, mime, gestures, and images to



facilitate the development of linguistic skills starting with listening. consequently, instructors should speak in the target dialect so that participants can be accustomed to understand the language involving tangible components or actions.

Benefits of The Natural Approach

The Natural Approach is suggested mainly for beginning learners, to develop communicative skills (Dhority, 1991, p.32). It was developed to produce the language to use in real situations and acquire the ability to communicate in a second language in a direct and meaningful way without grammar and accuracy. All the time human beings have used their language to share their ideas and thoughts with others who speak different languages (Krashen & Terrell, 1983).

This approach, both inside and outside of the classroom, promotes naturalistic language learning by reducing anxiety and providing exposure to linguistic input rather than focusing on practice (Richard and Rogers, 2001). According to Krashen and Terrell (1983), self-confidence is an attitude associated with learning a foreign language because children who believe in themselves and have a positive self-image perform better academically.

Effective learning techniques

Language acquisition strategies are activities, procedures, programs, or ideas that are specifically designed to help students learn language. These approaches have connections to vocabulary methods of learning and are necessary for understanding and applying knowledge throughout the language-learning process (Susanto, 2017). The most effective way to illustrate that a picture is better than many words is to use visual aids that help children explore a new language.

These resources can provide five minutes of different homework assignments or an hour's worth of classroom assignments (Chiekezie & Inyang, 2021). Additionally, instructors can use images from media outlets or create their own visual aids. Students who receive visual aids can better comprehend the meaning and retain the term (Susanto, 2017). Therefore, it is highly important to search for relevant and interesting material to ensure that students and teachers react enthusiastically in the teaching-learning process.

Vocabulary acquisition is an important part of language learning since it is central to education and is frequently emphasized in texts and spoken communication, making it the cornerstone of language acquisition (Susanto, 2017).

Mime or gesture is an important instrument in communication, emphasizing the use of facial expressions and gestures in introducing words and motions. It can be used to transmit

meaning, and research has demonstrated the importance of gestures in second language acquisition, such as the learning of (L2). (Alqahtani as referenced in Susanto, 2017).

Krashen and Terrell's techniques include command-based exercises from Comprehensive Physical Response which are often adjusted to fulfill the demands of the Natural Approach's philosophy. Lack of language causes students to be cautious and reluctant to voice their ideas. They find it difficult to generate ideas for short essays, consequently, they usually procrastinate their work. However, it can be challenging to become familiar with language development (Srilatha, 2015).

Working in pairs is the most effective way to motivate pupils to actively participate and study. Encouraging kids to learn in the classroom helps them overcome their apprehension and increases their interaction with English (L2). Learning vocabulary through formal schooling might be difficult, depending on students' attitudes, understanding levels, and the teacher's teaching style (Srilatha, 2015).

Enhancing Vocabulary

Beyond all other English language abilities, vocabulary is the first thing any foreign language learner requires to learn to become proficient (Ghonivita et al., 2021). As a result, the researcher investigated vocabulary acquisition and instruction concepts. According to Susanto (2017), fluency in a language is heavily determined by the ability to learn new words, since a learner with insufficient vocabulary will suffer in all linguistic areas.

Principles of Teaching and Learning Vocabulary

(a.) One of the characteristics that instructors should bear in mind when teaching vocabulary is clarity and simplicity. According to Nation (2005), vocabulary education must be practical and concise, without long descriptions in other words, it should be taught in an understandable and plain manner. Furthermore, it is critical to use comparisons or patterns to connect the current lesson to prior knowledge.

(b.) To ensure pupils are pleased with their words, instructors should concentrate on usable terms rather than low-frequency words. Teachers may not need to use specific low-frequency terms, but they must use a variety of ways to familiarize pupils with the same vocabulary (Nation, 2005).

(c.) Repetition and exposure to vocabulary training are essential for good learning and retention because they expose students to new words repeatedly and improve pronunciation, meaning, and spelling. To learn a term, it must be used appropriately multiple times in context. Students can use word maps, graphic organizers, picture dictionaries, and engaging

tactics such as visuals, realia, gestures, and technology to give diverse vocabulary development possibilities (Uchihara & Yanagisawa, 2019).

Types of vocabulary

It is fundamental to stress vocabulary kinds. The goal is to have a better knowledge of how to engage individuals in ways that best suit their needs, learning styles, and context. There are two types of vocabulary: active and passive, and they are learned utilizing comprehension of text, being rather understood during the learning phase of the linguistic process; and words are learned through oral and written expression (Dakhi & Fitria, 2019).

Learners with a wide range of terms can pronounce and use words effectively in both written and spoken language. It covers the skills needed for receptive vocabulary as well as the ability to write or speak when necessary. Words that students are unable to produce but can recognize and comprehend when used in context are referred to as receptive vocabulary (Susanto, 2017). The vocabulary that pupils understand while reading but do not use when speaking or writing (Stuart, quoted in Susanto, 2017).

Learners with a diverse vocabulary can pronounce and use words well in both written and spoken language. It covers the skills required for receptive vocabulary as well as the capacity to write or speak as needed. Words that kids cannot say yet can understand in context are considered receptive vocabulary (Susanto 2017). The language that students comprehend while reading but do not utilize when speaking or writing (Stuart, cited in Susanto, 2017).

Elements of Vocabulary

Vocabulary has a crucial role in the development of language skills, thus studying its various facets is critical. Meaning is one of the most crucial considerations when understanding a sentence. Understanding a term does not always imply using it in all contexts; for example, a student may grasp the words without knowing their connotations (Beltrán, 2001).

Pronunciation, spelling, and stress are crucial components of a word, with stress determining intelligence. However, English pronunciation and spelling are only partially connected due to the sound-symbol correspondence, which causes issues with words with different shapes, similar structures, and distinct pronunciations. This can lead to confusion and difficulty in understanding language (Beltrán, 2001). When students say words that the teacher puts on the whiteboard, the teacher provides feedback. Every student chooses the word they want to express (Nation, 2005)

Material and methods

The research design used in this study is quasi-experimental, which is non-probabilistic and, above all, the most recommended in educational research. (Gopalan et al., 2020). Hence, this methodology is appropriate for this study since it enables for the evaluation of the effectiveness of the Natural Approach in improving vocabulary skills among A1 learners.

Consequently, this study took a hybrid quantitative and qualitative approach. (Wallwey and Kajfez, 2023). The quantitative method was used to collect data for the diagnostic test, pre-test, and post-test, which took place for 30 students. These instruments were planned with the children's previous learning context, English language proficiency level, and social-cultural background in mind (Nopiyadi et al., 2023). According to Farghaly (2018), qualitative research is essential for a thorough comprehension of phenomena, as is quantitative research for developing theories and gaining a deeper grasp of specific occurrences.

Thus, the qualitative approach was used to analyze the results of an Oral Vocabulary Presentation and Engagement Students Observation Checklist, applying this instrument the researcher assessed learners' participation and engagement during activities, and a survey was applied to the study sample made up of fourth-grade boys and girls at the elementary level, of the César Dávila Andrade School of the city of Cuenca-Ecuador during the school year 2023-2024 to know which are their viewpoints after the implementation of the Natural Approach.

Furthermore, Farghaly (2018), states that the most effective way to discover the truth is through research that blends experience and reasoning. Thus, the investigator also employed inductive and deductive methodologies to assess and foster real learning, where students participated in their own teaching-learning process through observation and reflection on specific situations.

As a result, the findings answer the research questions of this project: How can the Natural Approach be used to efficiently improve the vocabulary of children at level A1? What are the children's thoughts after using the natural approach to improve their vocabulary? These outcomes will be valuable for teachers to help learners enhance their vocabulary.

The application of techniques based on the Natural approach allowed the fourth-grade students at Cesar Dávila School in Cuenca City to improve their vocabulary as a subskill of the English language through pair and group work exercises. The study's syllabus covered three topics: My family, My house, and My daily routines.

This allowed students to feel at ease and involved in the language learning process and produce language in meaningful communication practice while playing games, drawing and describing pictures, watching videos, listening to and singing songs, and determining word meanings using miming and the Total Physical Response method (Xie, 2021).

These techniques allow learners to expand their vocabulary, enjoy the process, and gain optimism by humorously learning a second language. According to the Common European Framework of Reference for Languages (CEFR), the learners' current language competency level is A1, thus the vocabulary activities were carefully planned and carried out to meet their needs.

During the practice, the instructor encouraged collaborative learning, with students working in groups to describe their pictures. The dynamic activities stimulated participation and created a pleasant learning environment, facilitating the use of new words, as evidenced by the results of the post-test as well as the Observation Checklist. These tools assessed students' language competency following the deployment of the Natural Approach.

Delimitation of population, sample, and sampling.

Cesar Dávila Andrade School serves 1.262 children; nevertheless, this experiment was conducted with a sample of 30 fourth-grade students, 12 girls and 18 males. These young students are in the afternoon session and receive three 45-minute English courses per week.

Nikolopoulou (2022) defines non-probability sampling when researchers choose samples based on subjective criteria rather than random selection, such as convenience, availability, or community experience. As consequence, this study used a non-probability sampling method, which refers to a sample selection procedure that is not random. The following elements or criteria were examined for selecting this non-probability sampling:

- The English knowledge of the students is level A1.
- All students attend the same institution.
- The team works on the same schedule.
- English classes are mandatory.
- The students' ages range from eight to nine years old.
- Students can devote their time to collaborating in this research.
- The parents in this group granted their agreement for their children to participate in the study.

Table 1
Sampling population

Participants	Sample Population	Percentage
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Women	12	40%
men	18	60%
total	30	100%

The study lasted five months from January to May. The sample selection criteria are based on the learners' language proficiency level, specifically their A1 level. Given the study focus on the Natural Approach, an estimated sample that includes thirty learners is deemed sufficient.

Instruments

The instruments utilized in the approach included a diagnostic test, a pre-test, an observation checklist, a post-test, and a survey. The diagnostic exam was carried out on January 16th. Following the analysis of the test findings, the researcher created a pretest based on vocabulary skills, which was administered in the second week of February. A list of observations proved useful whilst the class activities, followed by the post-test in the second week of April.

Three tests were administered in a two-hour lesson, which is equivalent to 90 minutes. Finally, the survey was conducted during the third week of May, when the children had their final lesson at school. The observation checklist and survey were used to gather more information on the study.

Diagnostic test

The diagnostic test was utilized to evaluate learners' language knowledge and understanding, enabling targeted training. It was given to fourth-grade A1 level learners, assessing basic reading comprehension, listening, and writing skills. The test helped identify strengths and weaknesses in listening, reading comprehension, and vocabulary, influencing lesson preparation and instruction. It was quite essential for the researcher to design the skill test.

Skill test, pre-test

The A1 level vocabulary test evaluated children's basic knowledge and application of vocabulary in the target language before the implementation of the Natural Approach. It includes questions like matching words to pictures, listening, looking at the pictures to choose the best option, and reading a text to complete the table the topics were focused on everyday terminology like family, food, animals, and the house. This test assessed the child's ability to comprehend and apply these terms in context for basic conversations.

Observation Checklist

This tool was created to evaluate learners' participation and engagement in activities utilizing the Natural Approach. Furthermore, it was used to assess students' involvement and relaxation, as well as to record everything they did during the exercises, with a focus on their interaction and communication skills, allowing the researcher to identify areas where students needed extra assistance and make suggestions for future class design.

Post-test

The post-test was given after utilizing the Natural Approach to help learners at level A1 grow their vocabulary, and it examined the method's effectiveness in assisting learners with vocabulary learning. This assessment included a diverse set of vocabulary items introduced during the implementation stage.

The vocabulary items were chosen based on the learners' level of proficiency and the themes addressed in the lessons. Furthermore, it used a similar format as the pretest, with multiple-choice, fill-in-the-blank, and short-answer questions. It was graded based on the student's ability to identify and apply linguistic items. Grading standards were set prior to the implementation of the post-test.

Survey

The survey instrument was designed using the Linkert scale, with ten questions followed by five answer options ranging from always to never, allowing the researcher to gain insight into how students feel and provide statistics on the Natural Approach's efficiency in vocabulary development (South, et al., 2022).

Results

Diagnostic test

Diagnostic assessment is an important part of needs analysis since it helps identify learners' strengths and weaknesses and directs the formulation of learning objectives for a course or program (Anthony, 2018). The diagnosis process findings in this research project demonstrate some of the drawbacks that learners face while learning a foreign language, such as a restricted vocabulary, difficulty recalling words, poor grammar, anxiety, spelling issues, hearing concerns, and misintonation.

As a result, almost all of them fail to develop essential English language abilities due to a lack of vocabulary, affecting the development of receptive and productive language skills. The diagnostic test given to fourth-grade pupils assessed comprehension, listening, reading,



and vocabulary skills based on their level. Students must carefully analyze the text, listen to directions, and choose the appropriate answer, highlighting learners' strengths and weaknesses.

Table 2

Results of Diagnostic Test

	N	Minimum	Maximum	Mean	Standard Deviation
Diagnostic	30	1,00	9,00	5,0333	2,10882

The diagnostic test outcomes reveal a mean score of 5.03, indicating that test takers scored somewhat over the midpoint. The test findings revealed an important amount of variability, with values ranging from 2.93 to 7.13 above and below the mean, based on the 2.10 standard deviation. This means that test takers' performance ranged substantially, with some scoring far higher or lower than the mean. Furthermore, the lowest was 1 and the maximum was 9.

Pre-test

Table 3

Results of Pre-test

	N	Minimum	Maximum	Mean	Standard Deviation
Pre-test	30	2,25	9,00	5,5107	1,65783
Valid N listwise	30				

The English vocabulary pre-test results indicate a sample of thirty pupils evaluated, with the lowest score of 2.25 and the highest score of 9. Statistics show that the mean score was 5.51. This indicates that the test takers had an average score of 5.51 out of 10.

The standard deviation of 1.65, which is the variance between every result and the mean. A lower standard deviation indicates a narrower range of outcomes, whereas a higher standard deviation implies a wider range of scores. A standard deviation of 1.65 in this case implies that the scores are somewhat but not significantly separated from the mean of 5.51. This means that test takers' performance on the English vocabulary test varies only modestly.

Once the causes were identified, this proposal suggested appropriate strategies and techniques based on the natural approach to encouraging students to use the language to communicate with one another naturally, as well as solutions to methodological problems encountered in English language teaching.

Furthermore, the researcher focused on Hutchinson and Waters' (1987) prerequisite assessment model, which provides a methodical framework for assessing learners' language needs and devising effective teaching approaches to support their language learning goals. This step entails developing an action plan to meet learners' linguistic needs, which includes selecting appropriate teaching materials and engaging activities.

The Total Physical Response methodology was used to enhance language learning by incorporating activities like information gathering, games, body language exercises, actions, daily routines, and teamwork (Xie, 2021).

Post-test

As can be seen in the next table the outcomes of the post-test of twenty-five students, five of whom were absent.

Table 4
Results of post-test

	N	Minimum	Maximum	Mean	Standard Deviation	Variance
Post-test	28	4,00	10,00	8,9821	1,49215	2,227

Based on the results of the English post-test with a sample size of 25 students, the minimum score achieved was 4, the maximum score was 10, the average score was 9.16, and the standard deviation was 1.35. The variance was calculated to be 1.84.

These results indicate that the majority of students scored above the average of 9.16, with a relatively low spread of scores around the mean. The standard deviation of 1.35 suggests that the scores were fairly consistent among the students. The variance of 1.84 also supports this, indicating that the scores did not vary greatly from the average. In general, the results suggest that the students performed well on the English post-test.

The high mean score suggests that the Natural approach was effective in helping students improve their English language skills. The low standard deviation and variance indicate that most students performed close to the average score. Overall, these outcomes demonstrate that the Natural Approach was successful in enhancing English language proficiency among the students in the study.

Therefore, it is very important to emphasize that the tools used in this study were extremely useful and valuable aiding the investigator to evaluate the new level of comprehension of words gained by students in this grade through the use of Natural Approach instructional techniques designed to encourage authentic communication and immersion in the target language.



The study also collected and evaluated data from all of these tools to assess whether the method was effective in boosting trainees' vocabulary abilities. On the whole, the present research intends to provide greater awareness of the Natural Approach and its potential to improve vocabulary skills among A1 learners.

Furthermore, the researcher discovered using these tools that natural language acquisition engages students in meaningful communication while reducing the amount of time they spend studying grammatical rules. Furthermore, the strategy used in this study aims to reduce anxiety and deliver clear feedback in a welcoming language-learning environment.

Observation Checklist

Table 3
Results of observation checklist

No	CRITERIA	Yes	Average percentage	No	Average percentage
A. Student Participation					
1.	Students actively participate in vocabulary activities.	24	80%	6	20%
2.	Students volunteers answer questions about new words.	20	66,67%	10	33,33%
3.	Students make inquiries to understand the meaning of new vocabulary.	28	93,33%	2	6,67%
B. Vocabulary Acquisition					
4.	Students demonstrate an understanding of new words through actions.	25	83,33%	5	16,67%
5.	Students correctly use new vocabulary in simple sentences.	22	73,33%	8	26,67%
6.	Students match new words to correct pictures or objects.	25	83,33%	5	16,67%
C. Pronunciation					
7.	Students pronounce new words clearly.	26	86,67%	4	13,33%
8.	Students imitate the teacher's pronunciation of new words.	28	93,33%	2	6,67%
9.	When an unfamiliar term is employed, pupils recognize the term and reply immediately.	25	83,33%	5	16,67%

D. Comprehension

10.	Students follow simple instructions using new vocabulary.	28	93,33%	2	6,67%
11.	Students answer simple questions about new words.	27	90%	3	10%
12.	Students demonstrate comprehension through drawings or gestures.	25	83,33%	5	16,67%

The observer noticed children as they completed tasks in groups, describing photos of their parents and houses. This tool enables the researcher to determine how feasible the Natural Approach is in inspiring pupils to get involved in the classroom while providing prompt and personalized feedback.

Furthermore, the findings of the observation checklist suggest a high proportion of acceptability and success in using the natural approach for the acquisition of a new language, as shown in the table below. It ensures that the required vocabulary is learned, as indicated by the pupils' involvement (Wilkinson, 2020).

In terms of student participation, 80% took an active role in vocabulary activities, and 66.67% answered the teacher's questions as volunteers. However, 93.33% inquired about the definitions of new words. They expressed their enthusiasm and spontaneity by participating in classroom activities.

According to the Vocabulary Acquisition criterion, 83.33% of kids displayed an understanding of new terms by actions, 73.33% used new vocabulary to describe pictures, and 83.33% correctly matched new words with pictures. Many of them were encouraged to develop language through the assignments, and they felt included in the learning process.

The researcher noticed that 86.67% of children stated new terms clearly, 93.33 percent imitated the teacher's pronunciation of new words, and 83.33 percent identified new vocabulary when describing their drawings.

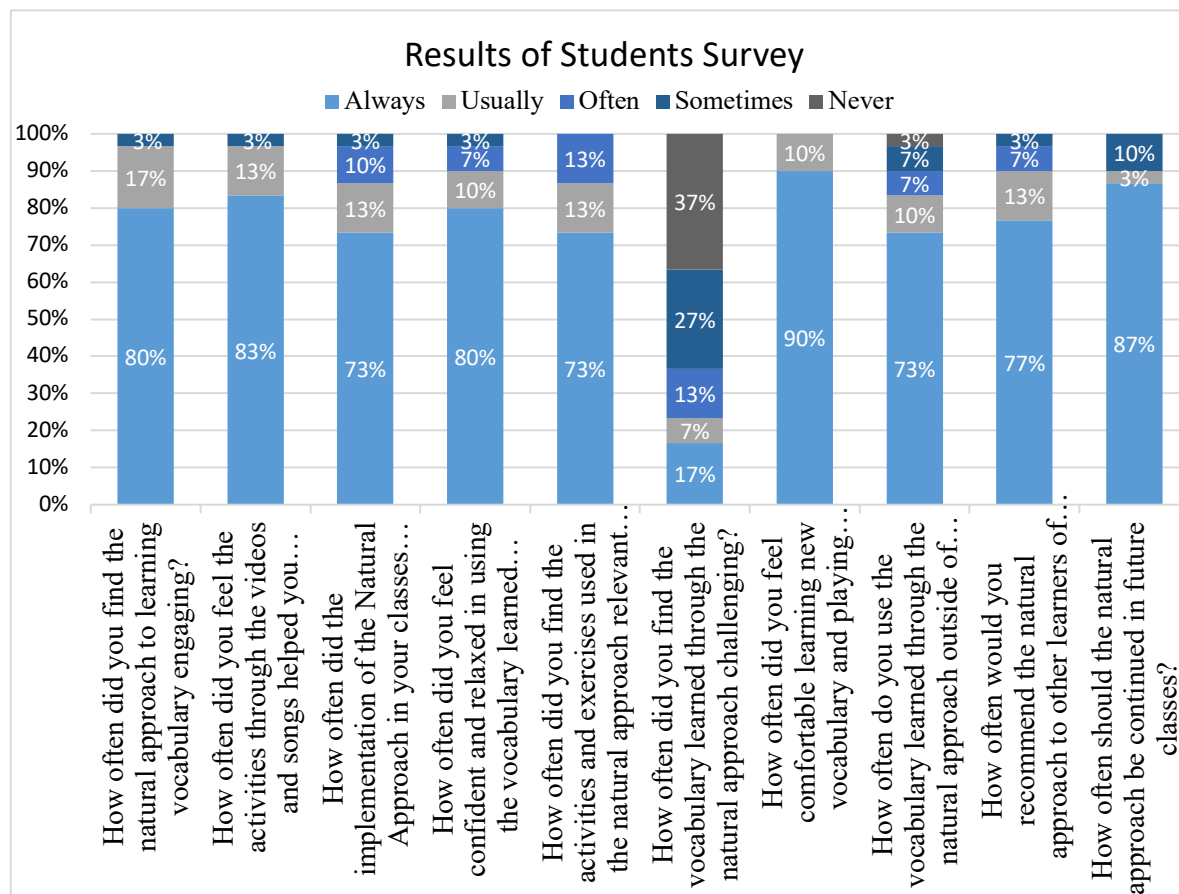
In the Comprehension criteria, 93.33% of students followed simple instructions using new vocabulary, 90% of students answered simple questions about new words, and 83.33% demonstrated comprehension through drawings or gestures, which was due to the professor's encouragement and engagement in an active learning experience (Munna & Kalam, 2021).

Survey

The survey was applied to value learners' opinions about the implementation of the natural approach to learning new vocabulary within and outside of their classroom. Their feedback will help the researcher improve teaching methods and facilitate the teaching-learning process (Munna & Kalam, 2021).

The questionnaire included ten inquiries with five options ranging from always to never, and 30 students responded. Furthermore, the findings provided the researcher with useful information about the efficacy and acceptability of this teaching strategy for developing language in young learners (Amiruddin & Jannah, 2020).

Figure 1
Results of survey



In the question about engagement with the Natural technique, a significant majority of students (80%) reported that the natural approach to vocabulary learning was regularly

interesting (16,67%), with only one student (3,33%) replying sometimes. This reflects a very satisfactory reaction to the methodology's proactive components. When questioned about the effectiveness of interactive media activities, a large percentage of learners (83.33%) said that watching videos and listening to songs helped them acquire simple vocabulary. 13,33% responded usually and 3,33% sometimes. This lends credibility to the idea that audio-visual tools might help students learn new words.

73.33% of students reported an interest in studying English, with some indicating varying degrees of interest, owing to the enhanced confidence and excitement for learning English fostered by the Natural Approach. This shows that the strategy boosts motivation in general while also facilitating language learning. A substantial majority of students (80%) reported feeling at ease and confident while using the vocabulary they had learned using this method, which is indispensable for both language retention and real-world application.

In relation to usefulness in everyday settings, 73.33% of students marked Always, indicating that the activities were beneficial to them. This means that contextualized learning is an important component of all functional word-building programs. When asked about the challenges of learning vocabulary, several perspectives were expressed concerning the struggles of the words acquired using this kind of approach. Although five students (16.67%) found it difficult, the vast majority of eleven (36.67%) believed it was not difficult at all. This gap may indicate that education must be differentiated to meet the needs of diverse students.

Concerning enjoyment of the context of learning 90%, a majority of those involved said they felt easygoing when grasping unfamiliar terms via games, pointing out the worth of a positive learning environment. Use Outside of Class: A large proportion of students (73.33%) reported using phrases learned outside of class, which is critical for maintaining language proficiency outside of the classroom.

Regarding ideas for upcoming classes, an adequate percentage of students (76.67%) responded that peers believe the Natural Approach is beneficial and would recommend it to other learners. Finally, 86.67% of students expressed a desire to see this methodology implemented in subsequent semesters, indicating that it was well-received and has the potential to be employed in the future.

Discussion

The primary goal of this proposal is to investigate the effectiveness of the Natural Approach in increasing the vocabulary of learners with A1-level proficiency, likewise to identify the benefits of this method that contribute to vocabulary acquisition achievement, and to analyze its impact on learners' vocabulary retention and recall, with a focus on the role of teacher-student interaction and learner autonomy. Hence, this study provides a comprehensive



framework for investigating the influence of the Natural Approach on boosting learners' vocabulary at the A1 level.

The mixed-methods approach combines quantitative and qualitative data gathering and analysis techniques to gain a better understanding of how the Natural Approach influences learners' vocabulary growth. Students' attitudes about English language study differ, with some seeing it as beneficial and others finding it difficult. Instructors must foster good attitudes by creating pleasant conditions, motivating students, and providing engaging lessons.

The teacher's learning strategies were based on the Natural Approach and featured actions, pictures, miming, gestures, and interactive activities using actual content, all of which contributed to spontaneous language acquisition. Oral activities such as explaining and drawings were also included, and the educator's positive attitude was critical in helping learners improve and feel competent while also enjoying the learning process.

Teacher designed lesson plans for learners, incorporating visual materials and videos based on age, style, and proficiency level. Students felt engaged in T.P.R. activities, identifying vocabulary and understanding the importance of English for studying and traveling.

The study included a pre-implementation stage in which learners' vocabulary proficiency was measured using a diagnostic test, followed by a pre-test vocabulary evaluation. The implementation stage took six weeks, including planning and execution. Furthermore, a tool for assessing involvement and dedication was used. Similarly, a survey was conducted to gather learners' perspectives on the Natural Approach's effectiveness in improving vocabulary. The post-test implementation step involved a vocabulary exam to assess proficiency with the approach in question. Finally, the collected data was analyzed and compared to previous research on this topic.

Daniwijaya (2011) holds in his study that the natural approach influences the learning of vocabulary using material based on five hypotheses of Krashen, which allowed young learners for the fourth grade of SD Negeri II Sumberejo, Klaten. Who effectively learned about vocabulary, as evidenced by the evaluation results, demonstrating that the resources were adequately created to facilitate vocabulary acquisition.

In addition, Lestary (2018) conducted a study on the effectiveness of using the Natural approach to improve learners' communication skills in second grade at SMA 4 Pinrang. The author also discovered that by employing the Natural Approach, scholars were able to become involved in the classroom in a fun and welcoming environment. This researcher also used the Total Physical Response, visuals, and pictures to encourage students to speak the language and interact with one another.



Finally, Sam (2016) believes that the main purpose of teaching English is to prepare learners to use the language in real-life situations and naturally; thus, instructors have to offer students additional inputs that reinforce material while using active and interactive methodologies. Furthermore, he claims that by taking a natural approach, students can generate ideas and use them to communicate with other people.

Conclusions and recommendations

To summarize, language acquisition occurs when kids gain knowledge at their own pace, calmly and entertained, while the teacher supervises the classroom, negotiating and supporting students, providing personal feedback, and taking progress notes. As expected, the Natural Approach successfully engages students, improves vocabulary comprehension, and fosters a positive attitude toward English instruction while creating an enjoyable and warm environment.

The post-test and the observation checklist findings provide credibility to the Natural Approach's ongoing application and potential expansion at this level of English language teaching. Besides, the poll results suggest that fourth-grade students at Cesar Dávila-Andrade School are pleased with the Natural Approach. Consequently, educators can use it to mentor and push students to improve their linguistic English skills. Finally, the researcher concludes that the Natural Approach is an effective approach to teaching vocabulary that emphasizes communication rather than grammatical structures. To ensure that every learner benefits from this technique teachers should consider addressing pupils' varying levels of difficulty in the learning process.

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