

## The Implementation of Natural Approach in Teaching Speaking

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### **Abstrak**

Penelitian saat ini bertujuan untuk mengetahui implementasi *Natural Approach in teaching speaking English* dan masalah-masalah yang dihadapi guru serta bagaimana menyelesaikan masalah tersebut. Penelitian ini menggunakan data kualitatif dan menggunakan *narrative inquiry*. Penelitian ini menggunakan observasi dan wawancara sebagai metode pengumpulan data. Penelitian ini menggunakan wawancara semi terstruktur (pertanyaan terbuka) untuk mengumpulkan data yang lebih lengkap. Penelitian diadakan pada semester Gasal 2023-2024 di SMK PGRI 1 Depok. Temuan menunjukkan bahwa peserta menerapkan Pendekatan Alami yang disesuaikan dengan enam tahap berdasarkan Richards dan Rodgers (2006). Penelitian saat ini menemukan empat masalah yang dihadapi peserta ketika mengajar dan beberapa cara untuk mengatasi masalah tersebut.

**Key Words:** capaian pembelajaran, koperasi tipe scramble, CTL.

### **Abstract**

The current research aims to find out the implementation of the Natural Approach in teaching speaking English and the problems that the teacher faced and how to solve the problems. This study uses qualitative data and uses narrative inquiry. This study uses observation and interviews as data collection methods. This study uses semi-structured interviews (open-ended questions) to collect more complete data. The research was held in the odd semester of 2023-2024 at SMK PGRI 1 Depok. The findings show that the participant implements the Natural Approach fitted to the six stages based on Richards and Rodgers. This current research found the four problems that the participant faced when teaching and some ways to overcome these problems.

**Key Words:** learning outcomes, scramble-type cooperative, CTL

## A. Introduction

Language plays a crucial role in facilitating communication with individuals from diverse backgrounds, and English serves as a global language for engaging with individuals from different countries. English is experiencing rapid development in Indonesia as individuals and groups alike are recognizing the significance of mastering the language. According to Rao (2019), mastering English is considered crucial due to its status as the primary global language for communication. Nevertheless, certain challenges may arise when acquiring speaking skills. Khudhur Omar (2023) stated that there are some issues or challenges with teaching speaking in EFL classrooms, such as inhibition - feeling of insecurity, appearing weak, criticism, anxiousness; nothing truly to say - learners struggle with finding motivation to speak, creating points of view or relevant opinions; low or uneven contribution is frequently brought on by a few students' propensity to dominate the class; mother-tongue use is more prevalent in classes with poor discipline or poor motivation because it is more natural for learners to do so. Because English is not the mother tongue for EFL learners, other problems encountered in practicing speaking are lack of vocabulary and lack of mastery of grammar. Therefore, when students are asked to speak English directly, most of them will be confused when they want to speak their minds. To handle the speaking problems mentioned or to improve the speaking skills of the English learners, it is very necessary to use the appropriate teaching method (Bouzar, 2019).

Educational institutions that focus on teaching a particular language typically implement effective teaching methods that benefit their students. Teaching method, according to Zhang et al. (2020), is the process by which the teacher meets the learner at their level, starting with their interest and problems, and then establishing conditions that will enable them to proceed to their set goal in the most possibly effective manner. There are a lot of methods that can be used to handle the speaking problems mentioned above or to improve the speaking skills of the English learners. In general, the methods used are role playing, lecture method, Natural Approach, make a match, and others (Amara et al., 2020). Because there are various activities that will avoid monotonous classes and will make students more active in class, one of the methods that is considered interesting by students is the Natural Approach because a language learner can grasp the essentials of what a native speaker speaks to him in genuine communicative contexts and can respond to the native speaker in such a fashion that the message is efficiently and correctly interpretable (Toprak, 2019). Hajimia et al., (2020) further corroborated by saying that this method was interesting since it used authentic materials that came from the real world that the things could be seen or touched directly by the respondents, for example: brochure, map, visual aid, and games.

The Natural Approach is a method of language teaching developed by Krashen and Terrell in 1983. It minimizes the significance of grammar study and explicit correction of student errors to foster naturalistic language acquisition in the classroom by emphasizing on communication (Toprak, 2019). Learning with this method is carried out fully with the language being studied. There are no words translated or helped from the mother tongue. Most of the activities are also carried out directly by training students to think quickly using the language being studied and to speak communicatively with other people as well. In the learning process of using this method, students are not emphasized to speak until they are ready. They are only encouraged to respond to the teacher's commands and questions (Amiruddin & Jannah, 2022).

This current research was conducted to build upon the previous study by exploring the application of the Natural Approach in English speaking instruction, as discussed earlier. The teacher, acting as a respondent, followed the six steps outlined in Richards and Rodgers' Natural Approach to teach English. Furthermore, the present study aimed to identify the challenges encountered by educators and explore potential solutions for these issues.

## B. Methodology

This section discusses about research design, participants (population and sample), technique of data collection, instruments, and technique of data analysis.

### 1. Research Design

There exist diverse research designs, and among them is narrative inquiry. A narrative inquiry is a study of the ways humans experience the world. It calls for ways to engage in sociality, temporality, and place (Pino Gavidia & Adu, 2022). The researcher utilized narrative inquiry to interpret the participant's experiences. (Abrar, 2019). Data in narrative research can be obtained either from primary sources or from secondary sources. Primary sources consist of the memories and accounts of participants, while secondary sources encompass written documents authored by those participants (Qomari, 2021).

In this current research, the researcher employed a narrative inquiry using primary sources only to know how the Natural Approach was applied by an English teacher in teaching speaking English.

## 2. Participants (Population and Sample)

The English teacher at SMKN PGRI 1 was a participant in the current research. At the time of data collection, the teacher had been instructing English at the school for nearly nine years. Mrs. Nung (a pseudonym) is the individual in question, who is eager to recount their encounters in teaching spoken English through the utilization of the Natural Approach.

## 3. Technique of Data Collection

The researcher utilized two tools to gather research data. Initially, an observation was conducted to determine if the application of the Natural Approach in teaching spoken English aligned with the six stages outlined in the theory of Richards and Rodger (Jack & Theodore, 2002). Furthermore, an interview was conducted to ascertain the challenges encountered by the teacher and determine effective solutions for them. The researcher contacted the subject and had a casual conversation with them before starting the observation and interview to get their permission to participate in the study. The goal is to gather information pertaining to the participant's background in instructing English speaking courses through the utilization of the Natural Approach.

## 4. Instruments

### 4.1. Observation

4.1.1. TPR (Total Physical Response) commands must be used first. Students are given basic instructions to start, such as:

- A. Stand up.
- B. Turn around.
- C. Raise your right hand.

4.1.2. Teaching body part names using TPR, as well as introducing numbers and a sequence. For example:

- A. "Lay your right hand on your head".
- B. "Place both hands on your shoulders"
- C. "Touch your nose first, then stand up and turn to the right three times" and so on

4.1.3. Add phrases and tools from the classroom into the instructions. For example:

- A. "Pick up a pencil and put it under the book".
- B. "Touch a wall".
- C. "Go to the door and knock three times."

Anything that a student can bring to class can be included. For example:

- A. "Pick up the record and place it in the tray".
- B. "Take the green blanket to Larry".
- C. "Pick up the soap and take it to the woman wearing the green blouse."

4.1.4. Make use of mime, gesture, and situation. The teacher clarifies the meanings of the important terms using the context and the actual items, such as: tall, long, short, etc., then a student is described. For example:

- A. "What is your name?" (selecting a student). "Class. Look at Barbara. She has long brown hair. Her hair is long and brown. Her hair is not short. It is long." (Using mime, pointing and context to ensure comprehension).

- B. "What's the name of the student with long brown hair?"
- C. "What is the name of the woman with the short blond hair?"
- D. "What is the name of the student sitting next to the man with short brown hair and glasses?"
- E. The example questions above are very simple to understand by attending to key words, gestures, and context.

4.1.5. Use pictures. New terms are typically introduced with magazine illustrations. For instance, "Tom owns the sailboat photo. Joan has a photo of the family in front of the television" etc. The teacher may inquire, "Who has the photograph of the sailboat? Does Joan or Tom have a photo of the family in front of the television?" Once more, all students just required to response the instructor by mentioned the name.

4.1.6. Be direct, do not translate.

At the direction of the teacher, the researcher did the observation in 10th grade students which consisted of thirty students. The observation was done once to find out whether the English teacher implemented all the six stages of teaching speaking English with Natural Approach

#### 4.2. Interview

Taherdoost (2022) asserts that information can be obtained through interviews. The interviewee responds to the interviewer's questions and the interviewer engages in discussion during a research interview.

The current researcher interviewed the participant by visiting directly to the place where the participant taught. The researcher did an observation first, then he used a semi structured interview (open-ended questions) to get the participant's experiences in teaching speaking English to Indonesian students by applying a Natural Approach. The participant followed the interview by answering directly from the questions posed by the researcher. The answers from the participants during the interview were recorded by the researcher, and the results would be used to answer the second research question regarding the problems that the teacher faced and how to solve them.

#### 5. *Technique of Data Analysis*

The investigator completed all interviews and transcriptions prior to data analysis in order to avoid extrapolating meaning from one interview to the next (Seidman, 2019). The participant's narratives from the transcripts of their interviews provide the data for analysis. The present researcher employed narrative inquiry based on (Abrar, 2019) to assess the data.

The first, he explained that before starting the narrative analysis, it is necessary to carefully read the transcription of the recorded interviews several times by the researcher, the things that need to be retold are every event, story, and experience that has been shared. The second, by using cross-case analysis techniques, finally the complexity of the story is broken down into themes and sub-themes. The third, he explained that to connect the findings to the literature already published on the related subjects. The researcher incorporated the participant into the study by providing her with both the transcriptions of the stories and the analysis. The purpose was to solicit her feedback and comments. This was done to ensure the reliability and verification of the narrative interview data as well as to minimize interpretation in the final report. This process is crucial in order to negotiate limits, anonymity, and moral quandaries with the participant as part of the narrative inquiry (Connelly & Clandinin, 1990).

The researcher used the same methodology for data analysis in this study as they used in the earlier one by (Abrar, 2019).

## C. Results and Discussion

### 1. Result

#### 1.1. The Implementation of Natural Approach

The data obtained through observation is used to answer the first research question, namely: "How is the implementation of Natural Approach in teaching speaking English?" The researcher conducted his research at SMK PGRI 1 Depok where the teachers at the institution used a natural approach method in their teaching and learning activities.

The researcher entered the classroom to observe how the teacher implemented the Natural Approach when teaching speaking to Indonesian students. The six stages of teaching with the Natural Approach by Richards and Rodgers became the guidelines in the observation list. The implementation of the six stages by the teacher of the institution showed the following results:

First, the teacher did the first stage by giving only one command with a simple instruction to the students using TPR (Total Physical Response): "Draw the emoticon of what you feel today on the whiteboard!". The responses of the students varied: some were confused with the command, and some immediately understood it.

Second, the teacher did not do the second stage until the end of the lesson. She did not introduce numbers and sequence and did not teach body part names using TPR (Total Physical Response). The researcher asked the teacher about this in the interview section, and the teacher's answer is:

"...um, because yesterday was grade nine, right? So, the body part adapts for basic, it wasn't utilized in grade nine. The body part is more for grade 6 to 8 those who is still in the basic level."

This means that the second stage was not carried out by the teacher because the material of the body part at the time of observation was not in accordance with the grade nine students.

Third, the teacher did the third stage by involving objects in the classroom, and asking a question to the students related to the material of preposition of movement: "Is the book across from the teacher?" The students answered "Yes", and the teacher gave a command and a question at once "Look at the pencil or book or marker! Where are they?" The students looked at the pencil and the marker, and they answered that the pencil and the marker were on the table. The teacher then said, "Ok, so you have to say, 'on the table'". Based on the theory, the objects from outside of the classroom could be used, but the teacher only used the objects in the classroom in the forms of pencils, books, and markers. The teacher then played a game about the preposition of movement. Students had to play the game and show what the teacher had said. The teacher then said, "across," and a few pupils moved across to the table, while one student moved from the side of the whiteboard to the table. Two students sat beneath the teacher's desk, some crouched behind their seats, and some held their books on their heads before crouching beneath the books when the teacher said, "under."

Fourth, the teacher did the fourth stage by clapping her hands to the students who could answer her question correctly. This was done to give right gestures due to the theory. The teacher often used some different mimes (gestures) during the teaching process. The teacher then asked the students one by one to describe their feelings related to the emoticons that the students had drawn on the whiteboard in the first stage. While pointing the emoticons one by one on the whiteboard, the teacher asked, "Dinda, Cila, Naziha, what do you feel today?" "Hmm, Cila what makes you look so happy?" Each student then answered. Cila said, "I'm happy because my father gave me more money today, Miss". Dinda said, "I felt normal, Miss". Naziha said, "I just felt a bit nervous, Miss". The teacher responded their answers by saying "If I knew your feeling today, I would know better how to teach you all" (Here, the teacher spoke in a local language). Next, the teacher asked the students about the other material related to preposition of movement. The teacher said, "Dinda, Cila

Naziha, Bono, what is the difference between inside and in?" Bono said, "I am inside the class because this classroom is covered, Miss". Dinda said, "I am think so, Miss" (Grammatically, this is wrong but based on the theory that teaching using this method minimizes the significance of grammar study to students). Naziha said, "I didn't know the answer yet, Miss". The teacher responded by saying "Good job, Bono, that is right. We are inside the class". The teacher used the words "happy", "inside" and "in" to clarify the context given. As for every word or sentence was spoken, the teacher used mime and body language to make the context clearly.

Fifth, the teacher did the fifth stage by giving simple pictures related to the material being studied, that is about prepositions of movement. When delivering the material, the teacher gave five words (in, inside, outside, under, and across) and drew five simple pictures alternately. The students were asked to guess which word matches to the picture related to the material. The teacher used the words and pictures to deliver some questions. "Look at the picture! Cila, what is outside?" (pointing the word "outside") "Noval, Cila, Syifa, what do you think about this? (Pointing the picture. The students could not answer the questions, so the teacher gave explanation in English) Is it besides, behind or under?" "Naziha, what do you think about this one?"

Sixth, the teacher did not totally use English for communication to the students. There was still mother language used in the class. The researcher inquired about this with the teacher during the interview, and the response is:

*"...rather than spending the time waiting for them to answer. That's why I tell them in Indonesian, but later in the next meeting when there were those sentences again, ah, for example it's like 'around' they forgot 'around', 'around, around' just like I give a code like that, I give a clue, later they would recall their memory. I'm also tired if I must translate it again and again to Indonesian. It's only one word or two words at most ..."*

The answer of the teacher informed us that the limited of time made the teacher unable to use English 100 percents. Some words need to be translated into Indonesian language, so the students could understand the questions or material provided without taking a long time.

## 1.2. The Problems Faced by The Teacher and How to Solve Them

The data obtained through interview is used to answer the second question, namely: "What are the problems faced by teachers when using the Natural Approach and how to solve them?"

Nung (a pseudonym) had taught English at a different institution before teaching at SMK PGRI 1 Depok. The method she used was also different. She knew about the natural approach method from the teacher where she taught. She initially found it challenging and needed to adjust because the school where she worked did not offer new instructors any training in this technique. She made errors when she initially started teaching and occasionally does so even now. The issues that were discovered are as follows:

### 1.2.1. Lack of vocabulary

The students' vocabulary in English was restricted, so when she used this teaching style, where she had to speak just in English, the students did not grasp what she was saying. She said:

*"...because sometimes the students still lack the vocabulary's mastery, um, instead of me spending of the time when teaching..."*

Nung also did a way to overcome the problem above. She wrote some new vocabulary in the students' books that could help them remember the new vocabulary. It was believed that by doing this, the pupils would be able to relearn how to pronounce and write the language. She said:

*"I usually write in their writing books. For example, "Learn this word again, okay?" like that, the other example today the material is about, um, about objects in school, he doesn't know what 'wastebasket' is, Wastebasket is a trash can, so he is confused about how to write it, how to pronounce it. Then I write it down in*

*his book and repeat it, later in the next meeting I asked, "What is a wastebasket?" and then, um, "Show me where is the wastebasket in this class!" like that, so let them continue like that. Vocabulary can't be forced. You must go slowly, right? Especially for us that English is not our mother tongue."*

#### 1.2.2. Loss of focus

Some of her students often lost focus while studying either from the beginning of learning or in the middle of the learning. This situation had been consulted to their parents by giving a solution to take a private class consisting of one student, but they did not support this solution offered due to the payment. She said:

*"I found some of my students couldn't study together with their friends, so it was easy for them to lose focus. They could focus if their learning held face to face, just a student with a teacher, but their parents didn't want to pay for private classes".*

Nung noticed that her students usually found the difficulty to study with their friends because they easily got distracted by the things around him. There is an effective solution that is studying face to face between a student with a teacher in the class, but the parents did not want to pay more for the private classes. She had a way to overcome the problem. She gave the students who could concentrate on learning an explanation of the content in about an hour of instruction. Students who were unable to concentrate were asked to listen to the content. She then purposefully taught the pupils who had become distracted after giving it, while the other students were free to participate in other class activities. She reminded the other students to carry out other activities in an orderly manner because she wanted to focus on teaching face to face to the students who had lost focus. In other words, she taught twice at the same class. She said:

*"For those who lost focus, I deliberately teach this student after teaching other students. So, the other friends keep on studying when they're done, the other friends could play games, for example, they wanted to play uno stacko or something, that's it, then later I invited this student to focus on me face to face. Sometimes I know right away which friends had the potential to disturb me, later I said, "He wants to study with me, okay?" "Don't disturb it!"*

#### 1.2.3. Time Limitation

The teacher may not translate a word to students when employing the natural approach method; this is one of the steps that must be completed. The time limitation became the third problem that the teacher faced when teaching with the Natural Approach. Due to the limited amount of time available for instruction, Nung admitted that she still frequently translated words and sentences for her students. She admitted that she needed to be good at dividing her time, so she didn't waste it. She did it anyway for her students understood of the material that she conveyed. She said:

*"...um, instead of I spent time waiting for them to answer, that's why I translated it, but in the next meeting when there was that sentence again, I emphasized, hmm, for example like "around". They forgot "around", "around", "around" that's it, just like I gave a code later they would be recall their memory."*

Time management is important for the teacher who taught in the class of more than 7 students. Nung tried to use the best way to overcome this problem. Even though the theory said that the teacher may not translate a word to students, she assumed that translating difficult words is a good solution to overcome the time limitation which is also related to the students' lack of vocabulary.

#### 1.2.4. Parents' expectations to the teacher

Nung found that her students' abilities to learn could be seen from their internal factors at home. For example, if a student is fluent in English, it could be assumed that he is used to speaking English at home. She felt big

expectations from parents in order that their children could quickly speak in English, but their children's abilities were not suitable to these expectations. Nung felt that teaching and learning requires a process, so these expectations make her feel a little depressed so she could not express her teaching freely, and she said:

*"The problem is more the expectations of the parents. The expectations of the parents with their child's development are not linear. For example, the parents want their children to be able to speak English right away, even though their children cannot speak English in class because of the own factor of their child. Sometimes I gave understanding to parents 'Mom, this child's ability like this' but in a subtle way. Like that"*

## 2. Discussion

This research has presented data on how to implement the natural approach method in teaching speaking and the problems faced by the teacher when teaching using this method, as well as how to solve them. The researcher first discusses the findings on how to implement the natural approach method in teaching speaking.

### 2.1. The Implementation of the Natural Approach

The six steps below can be used to implement the Natural Approach to teaching speaking, according to Jack & Theodore (2002). The following six phases can be used to teach speaking using the Natural Approach:

(1) Starting with TPR (Total Physical Response) commands, (2) Using TPR to teach names of body parts and to introduce numbers and sequence, (3) Introducing classroom terms and props into commands, (4) Using gesture, mime and context, and the items themselves to make the meanings of the key words clear, (5) Using visuals, typically magazine or pictures to introduce new vocabulary, and (6) Be direct and do not translate.

Based on the observations, the teacher began instruction by giving the students a single command and a straightforward explanation utilizing TPR (Total Physical Response). The responses of the students varied: some were confused with the command, and some immediately understood it. The responses given by the students were also varied, either by movement or spoken. Students responded to the spoken inputs by moving in unison with their entire body. Physical activities would be successful convey meaning in this way, enabling all language learners to comprehend and use the target language (Widodo, 2005). This is consistent with the findings of Radić-Bojanić (2020), which indicate that while acquiring a foreign language, students frequently associate the spoken words with actions. You can aid students in remembering the words by having them act them out.

Next, the teacher did not do the second stage until the end of the lesson. She did not introduce numbers and sequence and did not teach body part names using TPR (Total Physical Response). The material is accordance with the class level of the students. During the observation, the researcher did observations in the class of grade nine, that is why this stage was not carried out by the teacher because the material of the body part at the time of observation was not in accordance with the grade nine students. The material used by the participant was "Prepositions of Movement" where the activities in the class really required the movement from students and from the teacher. Nuraeni et al., (2019) stated that The Total Physical Response (TPR) method seeks to teach language through physical activity and is based on the coordination of orders, voice, and action. The material used in the class of grade nine is different from the material in Richards and Rodgers' book, this can be done if the meaning of a word in the target language can be understood when carrying out the action. According to Zur & Selfieni (2022) TPR could boost students' moods and made learning easier, which is raised their motivation and successes in the learning, while performing an action, the students learn the meaning or understanding the meaning of the target language easily.

Subsequently, the teacher and students work together to reinforce communication skills and develop speaking abilities by using both orders and inquiries, This



supports Hanum's (2017) assertion that classroom interaction is crucial. Students' language and social abilities will improve because of their interactions with the teacher. The teacher only involving the objects in the classroom to make class more active, it is important because in teaching using the Natural Approach always used the real material that could be seen by human, it is in accordance with Mebert et al., (2020) who said that resources are drawn from the real world rather than textbooks by fostering genuine contact among the students. The game related to the material was played with the teacher in her teaching to increase students' comprehension. Games are generally seen as good teaching tools because they push students to concentrate on what they are doing and utilize language as a means of achieving the objective rather than as a goal and learning through games is also very beneficial for students since students will not easily give up the task just for the concept of winning the game. Students are highly motivated with the recognition given to them at the end of the game (Thiagarajah et al., 2022).

The teacher then completed the fourth step, clapping the hands of the students who could accurately respond to her question. This was done to give right gestures due to the theory. The teacher often used some different mimes (gestures) during the teaching process. The teacher then asked the students one by one to describe their feelings related to the emoticons that the students had drawn on the whiteboard in the first stage. The students more easily understand the material if the teacher did the appropriate gestures, context, repetition that can encourage students' understandings related to the material. The key vocabulary items are also used to explain a particular context, That aligns with Patrick (2019) stating that the teacher maintains a constant supply of "comprehensible input," using key phrases, suitable gestures, context, repetition, and paraphrasing to ensure the comprehensibility of the material.

Fifth, it is highly acceptable to utilize pictures in the classroom because it fosters students' imagination and knowledge. Simple images are easy to be made personally, or images can be obtained easily from various media. The participant involved pictures in her teaching, the pictures used are related to the preposition of movement material. She drew some simple pictures on the whiteboard, so her students saw what the material means. This corresponds with Sari & Nung (2018) stating that the tool utilized by teachers in the classroom can be manipulated to enable visual, auditory, and textual aids to enhance the teaching process. All people could find the image. The students could practice developing their thoughts by using pictures. A whiteboard drawing is possible. AlAli & Al-Barakat (2023) stating that the pictures and other visual aids serve a purpose since they provide the communication's content.

Giri et al. (2018) stated that learning with this method is carried out fully with the language being studied, there are no words translated or helped from the mother tongue. But this is not in line with this research, because the teacher did not totally use English for communication to the students. There was still mother language used in the class. The students' lack of vocabulary is being the reason and the limited of time made the teacher unable to use English 100 percent. Some words need to be translated into Indonesian so the students could understand the questions or material provided without taking a long time. Mohamed (2022) stating that teachers or students may translated word by word to help their understanding the language being studied.

These stages are explained in the Krashen and Terrell (1983) book and developed by Richards and Rodgers (2006). These six stages that need to be carried out in implementing the Natural Approach in teaching speaking (Mani, 2016).

## 2.2. The Problems That the Teacher faced and How to Solve Them

In this study, the participant said that the course place where she taught did not give training for new teachers before using the Natural Approach method. In fact, training for a new teacher on a specific teaching method is urgently needed to improve the quality of the teacher as an educational staff. This is in accordance with

the explanation of (Wang, 2024) that training programs (in-service training) can help improve a teacher's competency. It is essentially a process that helps workers or employees correct errors made while performing their jobs. Here are the problems faced by the teacher and how to solve them:

SMK PGRI 1 does not have adequate training programs in implementing a new method so that in implementing it in the classroom teachers sometimes face several obstacles. This also happens when applying the natural approach method. Therefore, there is a need for training for teachers before schools implement a teaching method in their schools.

#### 2.2.1. Lack of vocabulary

The first problem that the participant still encountered in teaching using the Natural Approach is the limited vocabulary of the students. This is consistent with the view expressed by (Prayudha.S & Pradana, 2023), which claims that students had difficulty practicing English conversations due to a lack of confidence, lack of courage, fear of being wrong, not having enough English vocabulary and not having a supportive environment to practice English conversations.

The participant gave the students a plan to help them solve the first issue. She wrote some new vocabulary in the students' books. (Dubiner, 2017) mentioned that the use of vocabulary notebooks in the classroom may lead to increased learner motivation, engagement with the content, noticing, and subsequent attention to lexical items—all important components of vocabulary growth. Students who studied independently and kept a vocabulary notebook had the opportunity to review vocabulary pronunciation and writing.

#### 2.2.2. Loss of focus

The participant's second concern was that some of her students frequently get distracted while studying. The condition of students' lack of focus was expressed by Cicekci & Sadik (2019) where they found that many students had difficulty concentrating and paying attention, and this problem was often seen at all levels of education. According to (Gerschler, 2012), if this is discovered by a teacher in a class while teaching, there are only two ways to regain the student's attention, namely by eliminating the distraction or the student needs to be refocused personally. Students need their teachers to restore their focus. This is evident from current research conducted where teachers require special time for students who cannot focus.

#### 2.2.3. Time limitation

(Mani, 2016) stated that the limited duration of time in the classroom causes learning activities using a natural approach to often be discontinuous. Time management is crucial for educators who work with classes larger than five to seven students. The teacher thinks that translating from Indonesian into English is the best option for her given the time constraints, even though this goes against the notion of teaching English naturally. This was confirmed by Darma (2007) based on the results of his research where facts were found that teachers or students could translate word for word to help them understand the language being studied.

#### 2.2.4. Parents' expectations to the teacher

Nung found that her students' abilities to learn could be seen from their internal factors at home. One could assume, for instance, that a student who speaks English effectively is used to utilizing it (Ghafar & Raheem, 2023) at home. She felt big expectations from parents in order that their children could quickly speak in English, but their children's abilities were not suitable to these expectations. Nung felt that teaching and learning requires a process, so these expectations make her feel a little depressed so she could not express her teaching freely. and she said:

*"The problem is more the expectations of the parents. The expectations of the parents with their child's development are not linear. For example, the parents want their children to be able to speak English right away, even though their children cannot speak English in class because of the own factor of their child. Sometimes I gave understanding to parents 'Mom, this child's ability like this' but in a subtle way. Like that"*

Nung felt that the role of the parents is also important to encourage the ability of their children. Nung's way in solving the problem above is to have a good talk with the parents regarding both of children's development in the classroom and activities that parents might be able to do at home to encourage their children's abilities. She conveyed this carefully because did not want her students to feel pressured by lessons that are difficult for them to understand. She also explained to the parents that learning required a process, even a long process.

Nung also conducts a variety of learning activities to help students become more proficient and to help them handle challenges. She also gave some interest activities, such as watching the learning video and using games.

1. Watching the learning video related to the material given

The video that is shown is not a basic film or presentation slide, but it can be a story which explained the material being studied. She said:

*I gave a video telling a story about an animal. There is a tall animal, that is a giraffe, an ant is small, like that. For example, I just gave words like "small", "big", "short", and they would be confused, right? That's why I gave an example in the form of a video, like that*

2. Using games

Related to the games, Nung usually gave the instructions regarding the game in English. Some students could understand what were ordered, and some students could not. However, Nung kept delivering the instructions in English. She did it because she believed that her students' abilities would develop quickly if they were accustomed to hearing English words and sentences. She said:

*"I gave the game, but later I gave instructions to them. Usually, I instruct in English. They understood or not, they had to be able to play the game. The game is also in English"*

#### **D. Conclusion**

Based on the findings and discussion above, it can be concluded that there are six stages that need to be carried out when implementing a Natural Approach in teaching English. The six stages are: (1) Start with TPR (Total Physical Response) commands, (2) Use TPR to teach names of body parts and to introduce numbers and sequence, (3) Introduce classroom terms and props into commands, (4) Use gesture, meme and context. The instructor uses context and the items themselves to make the meanings of the key words clear, (5) Use visuals. Typically, magazine, pictures to introduce new vocabulary, and (6) The last be direct do not translate.

During observation, the second stage is not in accordance with the stages that have been determined, where the participant did not teach the names of body parts or numbers to her students. This is because the students that she taught during the observation took place in Nine grade, in the sense that the material in the second stage could be adjusted according to the level of the class being taught. For the last stage, the participant did not use English for one hundred percent, this is because the time that she had in class is limited, and she targeted that for her students could be understood one material in two meetings.

Several problems were found by the participant when using this method in her teaching. The participant said that the vocabulary knowledge of her students was still very limited, this made the participant difficult to use English for one hundred percent in class. She did a strategy that she thought is effective to use. The strategy is to write down the vocabulary that often forgotten by students and how to read it, so that students are familiar with these words, and

they knew how to read them. The next problem that she faced was that several students in each class are lose of concentration while studying. She admitted that her student who lost focus did it because he was easily distracted by the things around him. He could not study together with his friends. The effective way to do in dealing with this problem is by teaching the student who lost focus after teaching other students, in the sense that the participant only focusses to him towards the end of the lesson so that the student's focus only on his teacher. The thing that was very difficult was parents' expectations to the participant for their children's abilities were very high, but their children's development was not linear. She said that learning requires a process, where children cannot always be pressured to understand learning in one meeting. She believed by talking openly and carefully to the parents of students regarding their child's development in the classroom could be the effective way, so that parents could play their role at home to help to encourage their children's understanding of English because the home environment is important for the successful of teaching using the Natural Approach.

Finally, the researcher conveyed the stages that need to be carried out in teaching English using the Natural Approach especially speaking, and the problems faced by the participant when teaching using the Natural Approach and how the participant solves these problems.

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