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ECLECTIC METHOD: AN ALTERNATIVE TO SUPPORT GRAMMAR MASTERY TO TWELVE GRADERS

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Abstract

This research is aimed to know the use of Eclectic Method towards students grammar mastery. Due to the low grammar score and less motivation of the students to learn grammar as one of the material that should be mastered by the students integratedly with the other material. The research was a two-cycle classroom action research conducted to twelfth graders of social department at MAN 5 Jombang. This study used grammar tests, observation sheet and field notes as the instruments. The research finding proved that eclectic method was effective to be conducted in teaching English, mainly in grammar class. The data showed that the grammar score was improved significantly from the average score of 55.87 in preliminary study to become 76.65 in cycle 1 and 88.19 in cycle 2. The participation of the students during the cycle was also improved from cycle to cycle.

Keyword: *Eclectic method, Penguasaan tata bahasa*

Abstrak

This research is aimed to know the use of Eclectic Method towards students grammar mastery. Due to the low grammar score and less motivation of the students to learn grammar as one of the material that should be mastered by the students integratedly with the other material. The research was a two-cycle classroom action research conducted to twelfth graders of social department at MAN 5 Jombang. This study used grammar tests, observation sheet and field notes as the instruments. The research finding proved that eclectic method was effective to be conducted in teaching English, mainly in grammar class. The data showed that the grammar score was improved significantly from the average score of 55.87 in preliminary study to become 76.65



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Kata kunci: *Eclectic method, Grammar mastery*

Introduction

The current standard (Depdiknas, 2006) the teaching of English at Senior High School (SMA/MA) states the goals as follow: 1) to develop the students' oral and written communicative competence to reach the level of informational literacy, 2) to make the students have awareness toward the nature and importance of English to improve the nation's competitiveness in the global world, and 3) to improve the students' understanding about the relation between language and culture, in other words, the goal of teaching English is to enable the students to possess the ability of speaking, listening, reading, and writing.

Besides mastering the four skills, the students have to be able to use the grammar properly in order to produce the correct sentences in the four skills activity. Unfortunately, most students have low motivation in learning grammar because they think that grammar is difficult. This problem leads to other problem, that is the situation in the teaching and learning process is frightening and unexciting.

Grammar is very important whether you like or not because grammar is the part of language (Renandya, 2018). He explained that there are two types of grammar, namely explicit grammar and implicit grammar. The explicit grammar is the grammar given in the classroom for preparing them to be succeeded in the test. They will remember the pattern well but only in the short term memory. They won't use the material for communication as well. While the implicit grammar is gotten from listening and reading a lot, so that the learners will save the language acquisition in their long term memory. They will be able to use the language acquisition for communication.

In fact, the teaching and learning process in the classroom for grammar class many times still using explicit grammar for the shake of the test. Therefore, the atmosphere of the classroom was considered boring and the motivation of the students to study grammar is low because the strategy used by the teacher was not joyful. The competence of the students in grammar is also temporally used because they will save the knowledge only in their short term memory.

It was also happen in the researcher's classroom when she conducted preliminary study by observing the teaching and learning process in the classroom and looking at the scores of grammar examination of the students. The researcher found some problems occurring in the grammar class.

From the data of preliminary study, it was found that only two students passed the minimum passing grade of 78. From the result of observation, it was found that the grammar activity still used traditional ways where the teaching and learning process was dominated by the teacher; consequently, the students were passive during the instruction and they had low motivation in grammar class. It was proved by a small number of students who asked questions about the material explained by the teacher, looked interested in the material given and got actively involved in the activity. They seemed to be shy to respond to the teacher. Moreover, some students looked sleepy and bored. Sometimes, the teacher did the activity in the group of four to six, but seemed that the students were bored with the system.

By looking out the finding, the researcher then tried to find a way out to solve the problem. The researcher then looked out many strategies to be conducted in grammar class and finally chose one of them as the best strategy. Eclectic method was the one that chosen by the researcher.

These days, it seems that no single method will be sufficient in teaching English as a foreign language. Some linguist stated that the teachers could be as effective as theories in the solution of problem on foreign language teaching (Sebuktekin, 1981). Eclectic method is a method that combines various methods (Demirel, 2008). Sometimes, a teacher does not only combine the methods, but also combine the approaches. It depends on the objectives of the course.

The users of this method, for the first time were English linguists, Henry Sweet and Harold Palmer. They used this method in 1920s – 1930s. This method then called by Larsen-Freeman (2000) and Mellow (2000) as “principle declecticism”. They stated that this principle is desirable, consistent and pluralistic. This method takes and uses the best part of each method. For instance, a teacher combines cognitive method in teaching the knowledge, ear-language habit method and communicative method to gain the skill of speaking and listening (Demirel, 2008).

This method has several strengths because it combines different approaches and methods. Tarone and Yule (1989) stated that this method is democratic since the teacher can select appropriate methods to be selected. Kumar (2013) also stated that this method has unique structure of the process and cause the learning become fun and innovative.

There are some principles of eclectic method. They are (1) Language should be taught in target language, but if it is necessary, the teacher can use the native language, (2) It should be taken into consideration that there is a relationship between motivation and the learning of the learner when the language learning is not wanted by the learners and is not sufficient to the time, (3) Word usage should be started early and be used in sentences. Vocabulary item should be taught in context, (4) So much time should not be spent for mechanical repetitions, communication oriented activity should be conducted, (5) Language teaching should be appropriate to the scientific field of the student,

(6) Four language skills should be taught integratedly (Gomleksiz, 2000), (7) Language teaching should be vital, (8) Students should be provided with a language learning request, (9) The material should be from easy to hard, concrete to abstract, (10) The teacher should consider that the students have individual differences (Barn, 1994).

In line with the theory of eclectic method mentioned before, there were several studies about eclectic method done before and showed that eclectic method was effective and innovative method. It was done to convince the readers that this strategy would be a good strategy to solve the problem in learning English.

Long time ago in 1931, Cheydleur from University of Wisconsin conducted a preliminary experiment about the reading method versus the eclectic method. In the end of his study, he predicted that in the future he will see a grappling of force between the adherents of the modified direct Methodists, the eclectic Methodists and the reading Methodists.

Melita (2012) has done a descriptive qualitative research about expanding vocabulary through translation by using eclectic approach for her students. On the basis on the students' feedback and their success in exam situations, as well as from animated classroom discussions, such exercises have proven successful in promoting student knowledge. She also believed the approach described in her study was universally applicable.

In 2015, Chaves and Guapacha made an eclectic professional development proposal for teaching language teachers. They did a mix-method research project aimed at improving the practices of public sector English teachers in Cali Columbia and found that an eclectic approach tailored to the participants' needs and interests and a practice-reflection-theory cycle improved the teachers' quality.

Suleman and Hussain (2016) conducted a quasi-experimental design to know the effect of eclectic learning approach on students' academic achievement and retention in English at elementary level. They found that eclectic learning approach was more productive, effective and successful in teaching of English compared to traditional learning approach at elementary level.

Lastly, Iscan (2017) conducted a practical study on the eclectic method and the use of this method by the practitioners in Turkish lessons. It was stated that it was considered as the contributions made to the field of teaching Turkish as a foreign language.

In accordance with the strengths of the eclectic method, and the proves from some studies that eclectic method is a good method to be conducted as well, the researcher chose this method to be used in her study to improve the ability of the students in grammar in grade XII IIS 2 at MAN 5 Jombang.

Research Method

The study was designed by using Classroom Action Research (CAR) because there were some problems happened with the English instruction in the researcher's classroom. Latief (2009:3) states that Classroom Action Research is aimed at developing innovative instructional method that can help improve the students' learning. This action research used Eclectic Method to improve the students' competence in grammar, especially adjective clause material.

The subjects of the study were 31 students from grade XII IIS 2 of MAN 5 Jombang who still had low scores in Grammar class. The instruments of the study were grammar tests, observation sheet, and field notes. The tests were used to gather the data of students' achievement in grammar. The observation sheet and field notes were used to help the researcher doing the reflection stage in every cycle.

There are two criteria of success of this study. The first was the average score of the class achieve the minimum passing grade (KKM). The minimum passing grade for semester one was 78. The second was the motivation of the students hopefully increased after the teacher use Eclectic method in giving the grammar material.

This study would employ the model of Classroom Action Research developed by Kemmis and Mc Taggart that consist of four steps; they are planning, implementing, observing, and reflecting. The activity of each step is explained further in the following paragraph.

Planning

In this step, the researcher decided to use Eclectic Method in teaching adjective clause material which is a part of KD. 3.2 In the syllabus. It was done because the researcher found that most students had difficulty on understanding the grammar material because the teacher used conventional method that is only one way communication. Eclectic method is a method that combines some different methods by taking the best part of the method so that it will show the new method that is more interesting.

The researcher made the syntax of the eclectic method by her own adjustment to the material. The syntax of the eclectic method used by the researcher were:

1. The teacher explains the teaching and learning objectives.
2. Reviewing the theory of adjective clause by asking the students' prior knowledge about part of speech.
3. Explaining the pattern of adjective clause mostly in native language to make students understand the formula (Grammar Translation Method).
4. Asking the students to work in group of four to make sentences of adjective clause from the words given by the teacher (Small Group Discussion).
5. Presenting the sentences made by the students in front of the class interchangeably (Demonstration).

6. Still in groups, having the students to fill the mind mapping of adjective clause (Mind Mapping Strategy).
7. Doing reflection by checking the students' answers.
8. Making conclusion of the topic and closing the class.

Implementing

In this steps, the researcher used three meetings consisted of two meetings of instruction using eclectic method and one meeting of test for cycle 1. In cycle 2, the researcher implemented the eclectic method in her instruction only in one meeting considered that the improvement of the students' in cycle 1 was almost meet the criteria of success of the study.

Observing

In this step, the researcher did the observation at the same time with the implementation. During this stage, the implementation of the action plan and both intended and unintended effects of the action were carefully monitored.

There were two kinds of data collected in this research, primary and secondary data. The primary data was the test scores of the students administered at the end of every cycle. While the secondary data were the result of observation checklist and field notes which were taken during the teaching and learning process in every cycle.

Reflecting

Reflecting is a final stage of each cycle to measure the success as well as the failure of the action. In this stage, data analysis was carried out. The data were compared with the criteria of success to see whether the data meet the criteria or not. In other words, the reflection is intended to know whether the action given is successful or not, to find the weaknesses and strengths of the action.

Finding

The research was done in two cycles during semester 1 in 2018-2019 academic year. Before doing the first cycle, the researchers did the preliminary study by doing the test and gathering some interview to the students to get the data of students' motivation in learning English, especially grammar. From the result of the test showed that the average score of the students was only 55.87 which is far from the minimum standard score (KKM). The motivation of the students in learning grammar was also low because the thought that grammar is difficult and the way the teacher taught them was not attractive.

The first cycle was done in September 2018. There were three meetings used in this cycle including the grammar test. The test was conducted on September 24th 2018. From the data of the document, it was found that the average score of the students' test in Cycle 1 was 76.65. That means that there was significant improvement on the average score. The average score was increased 20.78 point higher than the average score in the preliminary study.

However, not all students pass the passing grade. There was still 12 students who did not meet the minimum passing grade. The average score was also didn't meet the minimum passing grade. From the result of cycle 1, the researcher then decided to continue to cycle 2 because the result didn't meet the criteria of success.

The second cycle was done after mid semester test. It was done in the third week of October 2018. The test was done on December 22nd 2018. It was only two meetings including the test time. The researcher considered that one meeting of explanation was enough because the improvement of the students during cycle 1 was significant and only need few more improvement of the average score.

From the data of the document, it was found that the average score of the students' test in Cycle 2 was 88.19. That means that there was significant improvement on the average score. The average score was increased 32.32 point higher than the average score in the preliminary study. Hence, all students passed the minimum passing grade. The average score was also met the minimum passing grade. Since the result of cycle 2 had met the criteria of success, the researcher then decided to stop the research and write the report.

From the data presented in the observation sheet in cycle 1, it was found that there were 25 students out of 31 students (81%) paying attention to the teacher's explanation about the teaching and learning objectives, 19 students (61%) observing the formula of the material carefully, 10 students (32%) mentioning the the verbs used in the formula, 10 students (32%) making examples of adjective clause, 3 students (10%) asking questions about the material orally, 4 students (13%) answering the questions orally, 25 students (81%) paying attention to the teacher's explanation about the material, 25 students (81%) helping each other when they do exercise in group, 23 students (74%) working together in their group and 23 students (74%) writing notes on their books.

Meanwhile, the data presented in the observation sheet in cycle 2, it was found that there were 29 students out of 31 students (94%) paying attention to the teacher's explanation about the teaching and learning objectives, 26 students (84%) observing the formula of the material carefully, 20 students (65%) mentioning the the verbs used in the formula, 25 students (81%) making examples of adjective clause, 10 students (32%) asking questions about the material orally, 15 students (48%) answering the questions orally, 31 students (100%) paying attention to the teacher's explanation about the material, 29 students (94%) helping each other when they do exercise in group, 29 students (94%) working together in their group and 31 students (100%) writing notes on their books.

The data from field notes can be reported that there was significant improvement of students' involvement during the cycles of the action research. Most students seemed to understand the material easily when the teacher

taught them with various methods. But, it was found in cycle 1 that some students seemed could not distinguish between part of speech. They could not put the subjects and objects properly. That's why the researcher decided to add the explanation about part of speech in cycle 2.

Discussion

From the finding of the study, the researcher found that eclectic method was effective to be used in grammar class since it was an innovative strategy that combined some strategies by taking the best parts of the strategies based on the appropriate materials.

In this study, the researcher used Grammar Translation Method which is a very old method in teaching grammar, but still very useful in the term of explaining the formula of grammar in native language. The second method used by the researcher was small discussion group which was taken from cooperative learning model. This method was effective to be used in the term of helping the students to understand the material from their peers by making the sentences from words given by the teacher together with their group. Sitting Clusters of pair and group are useful for cooperative learning and other small group tasks (Arends, 2004). It is also beneficial for the students to be flexible in learning cooperatively.

This study used mind mapping strategy in order to strengthen the student's understanding in the grammar formula they were discussing with their group. After making sentences, they were asked to fill the in complete mapping about the material of adjective clause made by the teacher. It was done to make the students active and

To make the students more active, the researcher created a reward system when they work in group. The teacher called the group who got the highest point as "super team". Students' therefore encourage one another's learning, reinforce one another's academic efforts, and express norms favoring academic achievement (Slavin, 1995).

The lesson plan was also made by the researcher based on the eclectic method principles. According to Sulisty and Rachmajanti (2008), The lesson plan for Indonesian context includes the following items: lesson identity, competence standards, basic competence, indicators, lesson objectives, instructional material, media and sources, method/techniques, learning activities and assessment.

The eclectic method was considered important to be developed in teaching other materials or skills instead of grammar to be a good model of a method. The teacher should be a good model in doing this method and do scaffolding. Scaffolding is the process in which a learner is helped to master a particular problem beyond his or her capacity through the assistance of a teacher.

Conclusion

Referring to the research findings and discussions stated above, it can be concluded that the implementation of eclectic method can improve the students' ability mainly in grammar. It was proven that the students' ability improved significantly during the implementation of eclectic method.

In line with that, the eclectic method also gave positive impact toward the students' participation in the teaching and learning process. The participation of the students was increased from cycle to cycle.

The researcher suggests the other teachers to employ the eclectic method as an alternative method in teaching their students. Before doing this, the teacher should prepare the material and proper media so that the teaching and learning process will run well.

It is also suggested to the principal or institution to provide facilities to improve the teachers' teaching quality by making a policy or cooperating with some experts to hold an in service training about teaching method for the teachers.

Finally, it is recommended to the further researchers who want to do similar research about eclectic method to utilize the outcome of the study as relevant reference for their researches.

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