

## The Effect of Eclectic Method on Students' Speaking Ability at Eighth Grade of MTsN 6 Agam

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan eclectic method terhadap kemampuan berbicara siswa MTsN 6 Agam. Penelitian ini dilakukan karena adanya beberapa masalah yang berkaitan dengan kemampuan berbicara siswa. Pertama, para siswa tidak dapat berbicara bahasa Inggris dengan lancar. Kedua, siswa tidak dapat berbicara bahasa Inggris dengan akurat. Ketiga, guru tidak mempraktikkan berbagai metode. Untuk mengatasi masalah ini, peneliti telah menerapkan eclectic method dalam pengajaran Bahasa Inggris keterampilan berbicara. Penelitian ini menggunakan penelitian eksperimen. Peneliti menggunakan desain kuasi-eksperimen dengan membandingkan dua kelas. Populasi penelitian ini adalah siswa kelas VIII MTsN 6 Agam. Sebanyak 29 siswa di kelas VIII.3 dijadikan sampel penelitian kelas eksperimen, dan 30 siswa di kelas VIII.5 dikelompokkan sebagai kelas control. Untuk menentukan sampel, peneliti menggunakan teknik purposive sampling. Instrumen penelitian ini adalah tes lisan. Data dianalisis dengan menggunakan statistik deskriptif dan statistik inferensial. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan terhadap pencapaian kemampuan berbicara siswa antara siswa yang diajar dengan menggunakan eclectic method dan tanpa menggunakan metode eklektik. Hal ini terlihat dari p-value yang lebih kecil dari nilai alpha ( $0,000 < 0,05$ ). Dapat disimpulkan bahwa, penggunaan eclectic method berpengaruh signifikan terhadap kemampuan berbicara siswa.

**Kata kunci:** *Kemampuan Berbicara, Eclectic Method*

### Abstract

This research was aimed at finding out the effect of using eclectic method on students' speaking ability of MTsN 6 Agam. The research is due to some problems related to students' speaking ability. First, the students could not speak English fluently. Second, the students could not speak English accurately. Third, the teachers did not practice a variety of methods. To solve this problem, researchers have applied eclectic method in teaching English speaking skills. This research used experimental research. The researcher used a quasi-experimental design by comparing two classes. The population of this research was the 8th grade students at MTsN 6 Agam. The sample is VIII.3 which is treated as an experimental class with 29 students and VIII.5 as a control class with 30 students. To determine the sample, the researcher used the purposive sampling technique. The instrument of this research was an oral test. The data was analyzed by using descriptive statistics and inferential statistics. The result of the research indicated that there was a significant effect on the achievement of students' speaking ability between the students who were taught by using eclectic method and without using eclectic method. It can be seen from p-value which was smaller than the alpha value ( $0,000 < 0,05$ ). It can be concluded that, using eclectic method had a significant effect on students' speaking ability.

**Keywords:** *Speaking Ability, Eclectic Method.*

### PENDAHULUAN

English is considered as one of the foreign languages that must be mastered by students. In every school in Indonesia, including Junior High School, English is taught with its four skills; listening, speaking, reading and writing. All of these skills cannot be separated from each other.

Speaking is an important skill in learning English. Speaking has become one of the skills that junior high school students find quite difficult. In learning English, students are expected to be fluent in communicating with others. That is why speaking is very important.

Speaking is a communication skill that enables students to express their ideas. Communication will not run well without mastering speaking skill and it is an essential way in which the speakers can express themselves through the language (Nunan D,2015). Such as monologs, speeches, telling a story, short conversation or reading aloud. Teachers should find a technique, method or strategy to teach English, especially speaking, to improve their ability and to make the students more active in the classroom. The teacher needs to know how to make the students speak in the classroom.

Students must have a good ability to speak fluently and accurately. Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations. Fluency can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. While, accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. It means that in speaking, the speaker should attention of the component to be a good speaker

According to Brown and Yule, speaking depends on the complexity of the information to be communicated (Brown and Yule, 1999). Therefore, words not only convey ideas in your head, but also utter and deliver new information to others. Based on the various theories, it can be concluded that speaking ability is students' skill to tell a story that includes the ability to express ideas and content, organize them well in a good arrangement, use the right language, and deliver it in a good performance. Through speaking, students express their thoughts, sentiments and wants to other people.

In this way, speaking is the capacity of individuals to speak with others by utilizing verbal language fluently, and accurately. In this situation, the students should really focus on dominating it and the teacher ought to make a comfortable class. Teachers have to find a suitable appropriate method of teaching speaking.

Based on preliminary researcher interviews with English teachers and some students at MTsN 6 Agam on 12 September 2022, the first problem was that the students could not speak English fluently. They were often confused about what they wanted to say in English and slow to respond when they were talking with others.

Second, the students could not speak English accurately. A few students looked humiliated, weird, and not sure about speaking in English. A large portion of the students were embarrassed about communicating in English, yet. They were likewise reluctant to commit errors in speaking. It happened on the grounds that they were laugh quietly when their companions commit errors.

Third, the teachers did not practice a variety of methods. A teacher is also required to be able to use various learning methods in the learning process. This is done to find out the right method used in the learning process for students and also to avoid learning burnout because it only uses one method, but even though the teacher uses the learning method differently, the teacher must also see in advance the right method with the learning material that will be presented to students, because all learning methods have a proper place and time to use. Based on the statement above, there are many strategies and methods that can improve students' speaking ability. One of them is an eclectic method that can be used in the learning process.

According to Kumar, an eclectic theory of language was promoted in the 1990s. The eclectic method as discussed by Diane Larsen-Freeman(2000) and Mellow(2000), both have used the term "principled eclecticism" to refer to an effective, well-organized, and flexible method to language teaching and learning. Eclecticism means using a range of different language learning activities, each with its own unique goals and features. The different components of language (pronunciation, grammar, and vocabulary, etc.) have no meaning when they are isolated from each other (Freeman, 1992). Language should not be separated into parts such as pronunciation, grammar, and vocabulary (Kumar, C. P,2013).

Eclectic method is flexible and adaptive methods to language teaching that encourages teachers to combine various methods from different teaching methodologies to best meet the

needs of their learners. The eclectic theory is popular because it has a good yield impact without much pressure on learners. Rather than adhering strictly to one method or approach, the eclectic method allows teachers to select the most appropriate strategies from a range of methods, adapting them based on the context, goals, and learners' abilities. The eclectic method was born out of the realisation that each of the individual methods of language teaching had strengths and weaknesses and that no one method was responsive to the dynamic classroom context. Eclecticism provides the solution because the method allows the teacher to select what works within their own dynamic contexts. The justification for the eclectic method lies in the weaknesses of the single method because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible.

Since eclecticism is context sensitive, learning is fun and innovative and the method works for every type of learner regardless of their social, economic background and preferences. It can therefore be reiterated that the eclectic method was born as a result of dissatisfaction with the single method. Since each learning situation is different, methodological prescription is pedagogical unacceptable. The eclectic method therefore responds to the diversities in the classroom and learning contexts.

The researcher believes that eclectic method is effective for students and teachers to help in the teaching and learning process. It can also help students to improve their communication skills and gives students opportunities to develop their language ability, and increase their motivation for learning to speak.

## METODE

In conducting the research, the researcher used an experimental quantitative research. According to Margono, the quantitative research is a process to find knowledge which uses the numeral data; in other words, the data is used as a tool to find information that will be found by the researcher (Margono, 2007). Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical, or numerical.

According to Gay experimental research is the only method of research that can truly test hypothesis concerning cause and effect relationship (L.R. Gay, 1990). Furthermore, Cohen stated that experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes (Cohen, 2007). It can conclude that experimental research was the method of research where the researcher compare two groups by giving a test to check whether there was a significant difference between the group that got a special treatment and the group that does not.

It means that population is the whole of the research object. The population of this research is all of the eighth-grade students in MTsN 6 Agam. The population is described in the following table:

**Table 1. The Population at Eighth Grade of MTsN 6 Agam**

No.	Classes	Students Totality
1.	VIII.1	30
2.	VIII.2	30
3.	VIII.3	29
4.	VIII.4	30
5.	VIII.5	30
6.	VIII.6	30
7.	VIII.7	30
8.	VIII.8	30
9.	VIII.9	30
<b>Total Students</b>		<b>269</b>

*Source: English Teacher*

From the table above, the total population of this research was 269 students, which was the total of the students in the nine classes of the eighth grade in MTsN 6 Agam. the posttest was given after the treatment to know the students improvement. It was support by Creswell that a pretest provides a measure on characteristic that the researcher wants to assess for participants in an experiment before they receive the treatment, and the posttest is measure on characteristic that is assessed for participant in an experimental after a treatment . Thus, before the researcher gave the treatment, the researcher gave pretest to knowing the student's ability(John W. Creswell, 2000)

In this research, the researcher determined the validity of the data. The validity defined as degree to which a test measure what it should measure. The type of validity in this research is content validity. According to Gay content validity defined as the content of the test represent the content of the syllabus or teaching material. Content validity used by compare the instrument of the content with the teaching material. To measure the validity of the data research, the researcher was consulted the instrumentation of the research to the experts validators in UIN Bukittinggi (L.R,Gay,2012). Reliability is stability of the test score from one day to another, from one score to another score. According to Gay, reliability is the degree to which a test consistently measure whatever it measure. If the test give current result as the same as the previous test that has been conducted, it means that test has high reliability.

## HASIL DAN PEMBAHASAN

### Testing Hypothesis

The Research Testing Hypothesis as follow:

#### First hypothesis

Ha : there is a significant effect of using eclectic method on students' speaking ability.

Ho : there is no significant effect of using eclectic method on students' speaking ability.

To measure the first hypothesis, the researcher processed students posttest experimental and posttest control class by using SPSS. Exactly using independent sample T-test. By using SPSS the hypothesis Ha was accepted if the significant of posttest of both classes  $< 0,05$  and Ho was rejected if significant  $> 0,05$ . The result of SPSS showed on the table below

One-Sample Test						
Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Postex	37.285	57	.000	73.627	69.67	77.58
Postcon	22.980	57	.000	1.508	1.38	1.64

It was found that the significance of 2-Tailed was  $0,000 < 0,05$  so that, Ha was accepted and Ho was rejected. It can be concluded, there is a significant effect of using eclectic method on students' speaking ability.

#### Second hypothesis

Ha : there is a significant difference of the students' speaking ability between the students who are taught by the eclectic method and those not using the eclectic method.

Ho : there is no significant difference of the students' speaking ability between students who are taught by eclectic method and those not using eclectic method.

To measure whether the hypothesis of the research was accepted or rejected, the researcher used the formula two tails test to find out whether Ha or Ho were accepted or rejected through comparing the pretest of experimental class and posttest experimental class. The value of t-obtained was compared with the value of the data t-table, it means that Ha was accepted and Ho was rejected( $t\text{-obtained} > t\text{-table}$ )

### Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
<b>Pair 1</b>	pret est - post test	-37.069	12.504	2.322	-41.825	-32.313	-15.965	.000

Based on the data above, there are calculations of hypothesis of pretest and posttest of experimental class as follow:

Category	Value
Degree of freedom (Df)	(N-k) 29-2=27
Level of significant	0,05
t-obtained	15.965
t-table	2,052

From the data calculation above, it was found that t-obtained was 15,965 and t-table for degree of freedom (df)=27 with level of significant 0,05 it was found that t-obtained was higher than t-table. So it can be concluded that there is a significant difference of the students' speaking ability between the students who are taught by the eclectic method and those not using the eclectic method.

### Third hypothesis

Ha : the speaking ability of the students who are taught by using eclectic method is better than not using eclectic method.

Ho : the speaking ability of the students who are taught by using eclectic method is not better than not using eclectic method.

To measure whether Ha was accepted and Ho was rejected, the researcher used output group statistic in SPSS. The table can be seen in table below:

### Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRETESTCO	30	46	67	1717	59,21	5,640	31,813
POSTTESTCO	30	48	68	1723	59,41	4,953	24,537
PRETESTEX	29	23	78,	1489	51,34	13,05	170,30
POSTTESTEX	29	83	93	2564	88,41	2,542	6,466
Valid N (listwise)	29						

Based on the table above, it was found from the mean score of posttest in experimental class was 88,41 is higher than the mean score of posttest in control class was 59,4. It can be concluded Ha was accepted and Ho was rejected.

### Discussion

Speaking is one of the most important skills in English that should be mastered by students to communicate and share information with others. According to Richard and Renandya argued that Speaking is one of the central elements of Communication takes oral, written and gesture form (Richard & Renandya,2001). It must be acknowledged that the most often used in communication



is oral form of speaking. Communication will not be running well without speaking and it is essential way in which the speakers can express themselves through the language. It can be monologs, speeches, telling the story, short conversation or reading aloud. In speaking, the speaker should speak fluency. But in fact, most of students find difficulty to speak fluently when their speaking in English with others. For this reasons, the researcher should find some effective method that might used to improve students speaking ability by using eclectic method.

The eclectic method was born out of the realization that each of the individual methods of language teaching had strengths and weaknesses and that no one method was responsive to the dynamic classroom context. Thus, based on the shortcomings of the methods, Brown argued that eclecticism provides the solution because the method allows the teacher to select what works within their own dynamic contexts. Gilliland, James and Bowman stated that the justification for the eclectic method lies in the weaknesses of the single method because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible.

The finding of the research shows that eclectic method was an effective method for students on speaking ability. It was clear from the comparison between the mean score post-test of experimental class and control class. The mean score post-test at experimental class was 88,41 was higher than the mean score post-test of control class that was 59,41. Based on testing the hypothesis  $H_a$  was accepted and  $H_o$  was rejected. It means that there was significant effect of using eclectic method on students speaking ability. The used of eclectic method to teach speaking ability helps the students to speaking fluently In this way, speaking is capacity of individuals to speak with others by utilizing verbal language fluently, and accuracy. For this situation, the understudies should really focus in to dominate it and the teacher ought to make comfortable class. Teacher have to find a suitable media and appropriate method in teaching speaking.

To sum up, the used eclectic method an effective method that can be used by the teacher in teaching speaking ability. In other word, it means that the eclectic method was useful and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning speaking. It can be concluded that the eclectic method is useful model in helping the students to improve their speaking ability.

## SIMPULAN

Based on finding and discussion of the research about the effect of eclectic method on students' speaking ability, the researcher concluded that: There is a significant effect of using eclectic method on students' speaking ability. It can be found in the significance of 2-Tailed was  $0,000 < 0,05$ . There is significant improvement from experimental class after taught by using eclectic method in teaching speaking ability. It can be seen in from their post-test between experimental and control class. There is significant difference in achievement of student's speaking ability between students' were taught by using eclectic method and without taught by using eclectic method. It is proved by the data of post-test of both classes where the mean score of experimental class is 88,41 and the mean score of control class is 4,953. Eclectic method gave significant effect to increase students speaking ability. This conclusion gathered not only from the experts and previous research ideas, but from the empirical data that had been found by the researcher.

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