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Analyzing the Efficiency of Teaching Methods: The Use of Eclectic Methods to Improve Language Proficiency for EFL Learners in Indonesia

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ABSTRACT

Choosing the proper teaching method is a challenge faced by educators. They sometimes need help determining teaching methods if they only use a single method. To minimize this, teachers can use the eclectic method, a combination of several more significant methods. This study aims to investigate the effectiveness of the eclectic approach in improving English as a Foreign Language (EFL) proficiency among Indonesian learners. This research will explore the theoretical underpinnings, advantages, challenges and practical applications of the eclectic approach through a comprehensive literature review. By reviewing research findings, this study will provide insights into the potential benefits of this method in promoting language development and critical thinking skills. In addition, it will also discuss strategies for effective implementation, including curriculum design, teacher training and technology integration. The findings of this study will contribute to the ongoing discourse on effective language teaching methodologies and inform pedagogical practices in Indonesian classrooms.

A. INTRODUCTION

The eclectic approach is one of the most prominent approaches that has become popular in EFL environments. To meet the varied requirements of students, this method incorporates several teaching strategies and techniques, fostering an inclusive learning environment. The eclectic method is particularly relevant in the field of TESOL (Teaching English to Speakers of Other Languages), which emphasizes the importance of adapting teaching practices to accommodate the linguistic, cultural, and educational backgrounds of students (Kumaravadivelu, 2006). Since no specific method can adequately handle the complexity of language acquisition in varied settings, TESOL practitioners support a flexible and responsive approach to language instruction.

The eclectic approach provides an acceptable solution to the difficulties encountered in EFL instruction in Indonesia, where students come from various linguistic and cultural backgrounds. The eclectic approach helps teachers adapt their instruction to the unique requirements of their students by letting them use a variety of approaches. This improves learning results and student engagement. This flexibility is essential in a nation where educational environments fluctuate greatly and students may have various learning styles, motivations, and skill levels. It is used as a flexible and effective approach to English language teaching. The eclectic method involves combining techniques and principles from various

methodologies to adapt teaching practices to the needs of students and specific contexts. (Sunardi, 2018).

Research showed that the eclectic approach can help EFL learners become more proficient in the language. A comprehensive overview of studies from 2019 to 2023 highlighting the efficacy of the eclectic approach in enhancing students' language performance in ESL/EFL classrooms (Ghafar et al., 2023). Implementing the eclectic method significantly improved EFL learners' English proficiency and cognitive skills. These findings underscore the potential of the eclectic approach to foster a more effective and engaging language learning experience (Sarifa, 2020).

At the foundational level of Bloom's Taxonomy, the eclectic approach facilitates remembering and understanding by allowing students to engage with language through multiple modalities. For instance, teachers can incorporate visual aids, auditory materials, and kinesthetic activities to help students recall vocabulary and comprehend grammatical structures. This variety caters to different learning styles, ensuring that all students have the opportunity to grasp fundamental language concepts.

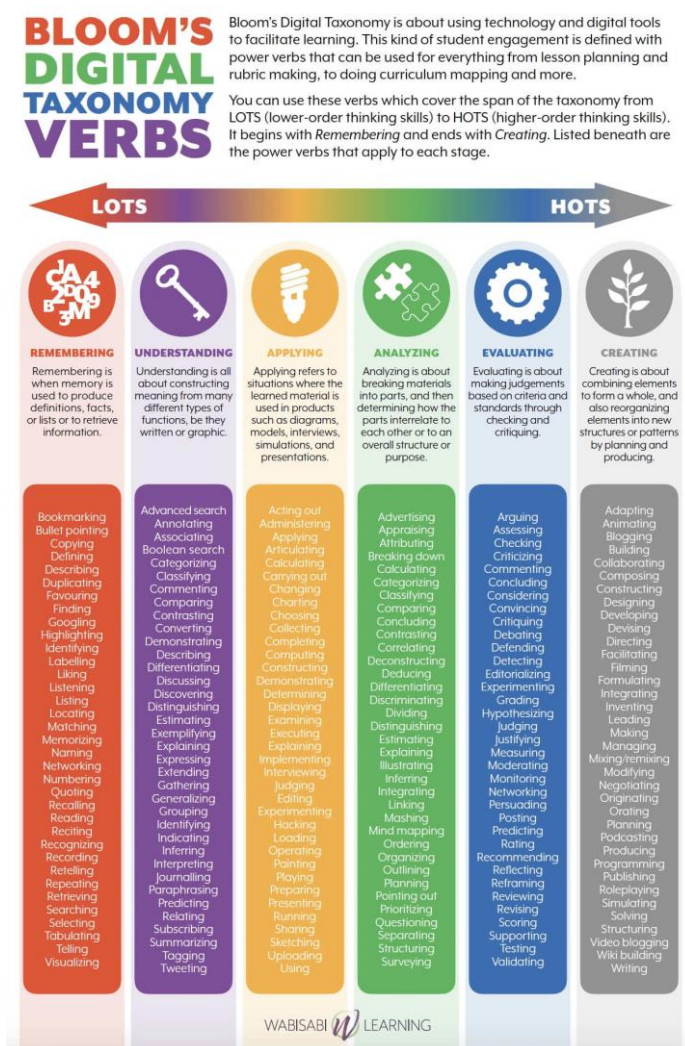


Figure 1. Bloom Taxonomy Level

The eclectic approach encourages students to use language in practical contexts as they progress to the applying level. Educators can create real-life scenarios where students practice their language skills by integrating task-based learning and communicative language teaching. This hands-on application reinforces their learning and builds confidence in using the language in everyday situations.

Moving up the taxonomy, the analyzing and evaluating levels are supported by the eclectic approach's emphasis on critical thinking and reflection. Teachers can design activities that require students to compare different language structures, assess their effectiveness, and make informed choices about which strategies work best for their learning. This analytical process fosters deeper understanding and encourages students to take ownership of their learning journey.

However, there are difficulties in implementing the eclectic approach into practice. Teachers often encounter difficulties in adopting this method due to a lack of training, resources, and institutional support (Alsayad et al., 2019). Additionally, resistance to change among educators can hinder the effective application of eclectic strategies in the classroom (Rukminingsih et al., 2024). It is essential to comprehend these difficulties to create training materials and programs that enable educators to adopt the eclectic approach.

The researcher aims to determine how effective the eclectic method is at helping EFL learners in Indonesia become more proficient in the language. This research will synthesise information from multiple academic sources to provide a thorough analysis of the advantages and difficulties of the method by conducting a literature review. The article will be organized as follows: all of the analysis parts. The researcher hopes to find effective methods and best practices for introducing the eclectic approach in Indonesian classrooms. Teachers wishing to implement this flexible teaching style might use the study as a guide by emphasizing successful strategies and tactics.

B. METHODOLOGY

This research will employ a comprehensive literature review methodology to investigate the efficacy of eclectic approaches in English as a Foreign Language (EFL) instruction. According to Snyder (2019), a literature review is methodical or semi-methodical procedure for gathering, combining, and evaluating earlier studies. It provides an essential basis for expanding knowledge, formulating hypotheses, and spotting gaps in a particular field. A thorough synthesis of previous research, integrating many viewpoints, and producing meta-level evidence are features of a well-conducted literature review that can guide future studies and public policy formulation. Systematic reviews, integrative reviews, and narrative reviews are among the different approaches used in literature reviews, each designed to meet particular research objectives. A systematic search of academic databases, professional journals, government reports, and online repositories will be conducted to identify relevant research articles, books, dissertations, and other scholarly materials. Keywords such as "eclectic approach," "EFL instruction," "language teaching methodology," and "Indonesia" will be used to refine the search.

The collected data will be subjected to a rigorous thematic analysis to identify key themes and patterns. The analysis will focus on the following core areas: a conceptual framework that

critically examines the underlying principles and core components of eclectic approaches and advantages that explore the empirical evidence supporting the effectiveness of eclectic approaches in enhancing language proficiency. Implementation challenges to identification of the common obstacles and difficulties encountered in implementing eclectic approaches in Indonesian classrooms. Then, Give best practices and case studies for a review of successful case studies and best practices implementing eclectic approaches in Indonesian EFL contexts. Literature reviews emphasize their role in synthesizing existing research to identify patterns, gaps, and future directions within a particular field of study (Riel & Snyder, 2019)

Valledor et al. (2023) stated that by systematically analyzing the literature, this research aims to provide a comprehensive understanding of the efficacy of eclectic approaches in EFL instruction in Indonesia. The findings of this research will contribute to the ongoing discourse on effective language teaching methodologies and inform pedagogical practices in Indonesian classrooms.

The results of this study will have significant implications for the development of effective language teaching policies and practices in Indonesia. Recommendations for teacher training programs, curriculum development, and future research will be provided. Future research may explore the long-term impact of eclectic approaches on language proficiency, the optimal combination of methods for specific language skills, and the role of technology in facilitating eclectic instruction.

C. RESULT AND DISCUSSION

Conceptual Framework

The eclectic approach is characterized by its flexibility and adaptability, allowing educators to draw from multiple methodologies to create a tailored learning experience. The conceptualization of the eclectic approach, emphasizing its potential to combine the strengths of various teaching methods (Mwanza, 2017). This strategy is a structured integration of strategies that may be modified according to the particular circumstances and demands of the learners rather than just a haphazard selection of techniques. The eclectic method is a flexible approach to textual criticism. It involves the selection of criteria and interpretations based on their suitability for each particular textual issue (Epp et al., 1976).

Grammar-translation, task-based learning, and communicative language instruction are only a few of the teaching approaches that are included in the eclectic method. Every one of these approaches has advantages and disadvantages of its own, and the eclectic approach enables educators to take advantage of the finest features of each to improve student learning. For example, grammar-translation stresses the comprehension of grammatical structures, whereas communicative language teaching promotes engagement and real-life communication. Teachers can offer a more comprehensive language learning experience by using these strategies.

Benefits

1. Improved Language Ability

According to research, the eclectic approach dramatically enhances students' language proficiency in ESL/EFL classes. According to a review of research done between 2019 and 2023,

students who receive education utilizing eclectic approaches exhibit noticeably better language proficiency than those who receive instruction using standard methods (Ghafar et al., 2023). The eclectic approach's individualized nature, which enables teachers to meet each student's unique learning needs, is responsible for this development.

2. Involvement and Inclusion

The eclectic approach, which considers different learning preferences and styles, represents a paradigm shift towards inclusive education (Fru-Ngongban, 2023). In diverse classrooms, where students may have varying origins, motives, and learning styles, this inclusivity is especially crucial. Teachers may engage all students and create a more dynamic and engaging learning environment by using a variety of teaching tactics.

3. Skill Development

A paradigm change towards inclusive education is represented by the eclectic method, which considers various learning preferences and styles (Fru-Ngongban, 2023). This inclusivity is especially crucial in diverse classrooms, where students may have varying origins, motives, and learning styles. Teachers may involve every student by employing various instructional strategies and establishing a more lively and captivating learning environment.

4. Motivation and Autonomy

For teaching particular language skills, the eclectic approach works incredibly well. According to Sevy-Biloon (2016), this approach can focus on specific language learning domains, like writing abilities, reading comprehension, and vocabulary development. Teachers can help students build a well-rounded skill set that equips them for communication in the real world by employing various strategies.

Challenges in Implementation

1. Insufficient Training and Resources

According to Alsayad et al. (2019), one prominent issue educators confront is the need for more resources and training to apply the eclectic method successfully. Confusion and inconsistent teaching practices may result from many teachers' unfamiliarity with the diverse methodologies that make up the eclectic approach. The effective use of this approach may also need to be improved by restricted access to resources and instructional materials. Teachers may superficially apply eclectic tactics due to this lack of preparation, failing to capitalize on the approach's potential advantages fully.

2. Objection to Change

EFL teachers' opinions toward the eclectic blended method are examined by Rukminingsih et al. (2024), who find that educators generally oppose change. Many educators could be reluctant to try new things since they are accustomed to using conventional teaching techniques. This resistance may result from worries about the possible difficulties that such a change may provide or from a lack of faith in their capacity to apply eclectic tactics successfully. Additionally, standardized testing and institutional pressures may deter educators from trying out novel approaches, causing them to fall back on tried-and-true methods.

3. Curriculum Limitations

Implementing the eclectic method can sometimes take time due to curriculum restrictions. Teachers in many educational environments are expected to follow specific curricula, which might not provide them the flexibility they need to adopt the eclectic method fully. This may make it more difficult for educators to modify their lessons to fit the various demands of their pupils. According to Kumaravadivelu (2006), the strictness of required curricula might inhibit creativity and keep educators from modifying their approaches to better fit the learning environments of their students.

Practical Applications of the Eclectic Approach

1. Creation of Instructional Materials

The creation of writing resources based on the eclectic method is illustrated by Kurniasih and Rahmawati (2018), who also highlight its usefulness in Indonesian EFL situations. Their study demonstrates how educators can design materials tailored to their students' needs by including different teaching styles. Teachers can improve the efficacy and relevance of their lesson plans by combining several approaches, which will increase student engagement and improve learning results.

2. Case Studies on Language Skills Development

A case study on the efficacy of the eclectic approach in secondary English verb learning is provided by Rehman (2023). According to the study, students who got an education using eclectic approaches demonstrated notable gains in verb usage and comprehension compared to those who received standard training. This case study demonstrates the efficacy of the eclectic method in promoting language competency among EFL learners and highlights its ability to improve specific language abilities.

3. Teacher Training Programs

Comprehensive teacher training programs must be implemented to solve the issues the eclectic approach raises. These courses give teachers the information and abilities they need to combine different teaching philosophies successfully. According to Pennycook (1989), professional development opportunities can enable educators to adopt creative strategies and modify their methods to suit the needs of their students better.

Ways to Tailor the Method Effectively

1. Elementary School

Elementary school-aged children have short attention spans and learn best through play, visual aids, and hands-on activities. They prioritise fundamental vocabulary, short sentences, and improving speaking and listening abilities. Total Physical Response (TPR) techniques help meet these demands because they involve children in activities reinforcing language, like enacting verbs or obeying instructions. This age group also responds well to the Direct Method, which combines immersive language skills with gestures and visuals. Songs, rhymes, and repetition are further ways to use the Audio-Lingual Method to improve listening and pronunciation. The best activities are role-plays or puppet shows, storytelling with visuals,

action songs, and games like Simon Says. These interactive and captivating techniques and exercises give young students a solid foundation in speaking and listening.

2. Middle School

Students in middle school benefit from more structured learning with specific objectives and have a greater cognitive capacity to comprehend abstract ideas. Because of their social orientation and motivation to engage in peer interaction, cooperative and communicative activities are wildly successful for them. At this point, Task-Based Language Teaching (TBLT) is best because it incorporates cooperative activities like role-playing games or group projects. Through talks and pair work, Communicative Language Teaching (CLT), which emphasizes real-life communication, can also be beneficial. Grammar principles and structure can also be clarified by sparingly using the Grammar-Translation Method. Some suggested activities include reading and summarizing brief texts, developing dialogues or skits, and solving problems like making a poster or organizing a trip. These approaches target students' developing analytical and social skills by striking a balance between interaction, communication, and grammar.

3. High School

Students in high school can handle intellectual concepts and sophisticated language, and they frequently have an interest in subjects that are pertinent to their daily lives. Usually, they are studying for tests, schoolwork, or future employment, which necessitates a combination of approaches that prioritize critical thinking and fluency. Persuasive writing, conversations, and arguments are all effectively promoted by Communicative Language Teaching (CLT). Writing presentations or resumes are examples of real-world tasks that might be the subject of task-based language teaching, or TBLT. Content and Language Integrated Learning (CLIL) is also beneficial because it combines language instruction with disciplines like science and history. This level's activities include listening to and evaluating TED Talks or podcasts, writing blogs or reports on selected subjects, and participating in group discussions on current events. These methods and drills help students improve their academic abilities, critical thinking, and fluency while preparing them for real-world situations.

4. University or Collage

Generally, college and university students are more self-directed and driven by specific objectives, such as improved conversational skills and career or academic success. Content and Language Integrated Learning (CLIL), which incorporates language instruction into academic or professional subjects, works well for this population. Accurate grammar and writing practice can be balanced with communicative activities using an eclectic approach that combines Communicative Language Teaching (CLT) and grammar-focused training. In order to promote independence and let kids learn and correct themselves, the Silent Way can also be implemented. Research projects or presentations on specialist subjects, writing essays, reports, or business emails, and participating in case studies and role-plays for professional situations are all appropriate activities at this level. These approaches and exercises, which align with academic and professional goals and careers, emphasise independence, higher-order thinking, and practical application. The eclectic method emphasizes its effectiveness in teaching EFL (English as a Foreign Language) to students in non-linguistic universities. The eclectic combines various teaching materials, strategies, and methods to address diverse student needs and enhance the learning experience (Glotkina, 2019).

The Role of Technology

The efficiency of the eclectic approach has been significantly improved in recent years by incorporating technology into language instruction. Teachers can incorporate many materials and activities into their courses with the help of digital tools and resources. Online platforms, for example, can support collaborative learning, allowing students to interact with classmates and practice their language abilities in real-world situations.

Additionally, technology can help teachers implement differentiated education, which allows them to modify their classes to suit a range of student preferences and learning styles. Multimedia resources can improve student motivation and engagement, making learning more dynamic and participatory (Harmer, 2007). Teachers can establish a more productive and inclusive learning environment that adheres to the values of the eclectic approach.

Future Research Directions

Although the literature in publication offers insightful information about the efficacy of the eclectic approach in EFL instruction, more investigation is required to examine its long-term effects on language competency. A more thorough grasp of how the eclectic approach affects language learning results can be obtained through longitudinal studies that monitor students' development over time.

Furthermore, studies should concentrate on the viewpoints and experiences of educators and learners while applying the eclectic approach. Creating more efficient training materials and programs can be influenced by knowledge of the difficulties and achievements faced in actual classroom environments.

D. CONCLUSION

The eclectic approach emerges as a promising strategy for EFL instruction in Indonesia, demonstrated by the synthesis of research findings. This method's ability to adapt to various learning contexts, cater to diverse student needs, and enhance language proficiency through a multifaceted approach is evident. However, its successful implementation demands a comprehensive understanding of its strengths, limitations, and practical applications.

Future research should delve into the long-term impact of eclectic approaches on language proficiency, explore optimal combinations of methods for specific language skills, and investigate the role of technology in facilitating eclectic instruction. By addressing these areas, researchers can contribute to the ongoing refinement of language teaching methodologies and inform pedagogical practices in Indonesian classrooms.

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