

## **Undergraduated Thesis**

### **An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia**



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**An Analysis of Eclectic Approach on English Textbook for The Eleventh  
Grade of The Senior Highschool of Indonesia**

Presented as a Partial Fulfillment of the Requirements

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In English Education Department

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## **ABSTRACT**

### **An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia**

By : Ahmadulloh Al-Adibi Ash-Sholihi

The research by the title “An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia” has research question about what is the effects and what is the benefits of using eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia. The objective of this study is to find out the effect and the benefit of using eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia

This research use qualitative research and sort of information utilized with the goal that the research will create descriptive data in the form of words. The type of research approach is descriptive. Descriptive research is research that seeks to tell the solution of existing problems based on data. The words, and activities and additional data such as documents and others is the main source of data in qualitative research.

The finding of the research is the effect of of using eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia. The use of eclectic approach give the influence for teacher to use conversation, making study group, loud-speaker, game and body movement in the right occasion and arrangement while delivering the material. The benefit of using eclectic approach is help the teacher delivering the material more interesting, make more variation in teaching, make more confident in delivering material, and liven up the situation of bilingual area. The benefit of eclectic approach also help student can understand the material easier and more relax in learning english. The conclusion of the research is the use of eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia has a significant influence for teacher and student in teaching and learning english.

*Keywords : Eclectic Approach*

# **Analisis Pendekatan Eklektik pada Buku Ajar Bahasa Inggris Kelas XI SMA Indonesia**

## **ABSTRAK**

Oleh : Ahmadulloh Al-Adibi Ash-Sholih

Penelitian dengan judul “Analisis Pendekatan Eklektik pada Buku Ajar Bahasa Inggris Kelas XI SMA Indonesia” memiliki pertanyaan penelitian tentang apa pengaruh dan apa manfaat penggunaan pendekatan eklektik dalam buku teks bahasa Inggris untuk kelas sebelas SMA di Indonesia. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dan manfaat penggunaan pendekatan eklektik dalam buku teks bahasa Inggris untuk siswa kelas XI SMA di Indonesia.

Penelitian ini menggunakan penelitian kualitatif dan jenis informasi yang digunakan bertujuan agar penelitian ini menghasilkan data deskriptif berupa kata-kata. Jenis pendekatan penelitian adalah deskriptif. Penelitian deskriptif adalah penelitian yang berusaha menceritakan pemecahan masalah yang ada berdasarkan data. Kata-kata, dan kegiatan serta data tambahan seperti dokumen merupakan sumber data utama dalam penelitian kualitatif.

Temuan penelitian ini adalah pengaruh penggunaan pendekatan eklektik dalam buku teks bahasa Inggris untuk siswa kelas XI SMA di Indonesia. Penggunaan pendekatan eklektik memberikan pengaruh bagi guru untuk menggunakan percakapan, membuat kelompok belajar, penguatan suara, permainan dan gerakan tubuh dalam kesempatan dan pengaturan yang tepat saat menyampaikan materi pelajaran. Manfaat menggunakan pendekatan eklektik adalah membantu guru menyampaikan materi lebih menarik, membuat lebih banyak variasi dalam mengajar, lebih percaya diri dalam menyampaikan materi, dan menghidupkan situasi kelas yang berbahasa Inggris. Manfaat pendekatan eklektik juga membantu siswa dapat memahami materi dengan lebih mudah dan lebih rileks dalam belajar bahasa Inggris. Kesimpulan dari penelitian ini adalah penggunaan pendekatan eklektik dalam buku teks bahasa Inggris untuk kelas XI SMA di Indonesia memiliki pengaruh yang signifikan bagi guru dan siswa dalam proses belajar mengajar bahasa Inggris.

*Kata kunci : Pendekatan Eklektik*



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*AssalamualaikumWr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalmu'alaikum Wr. Wb*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: AN ANALYSIS OF ECLECTIC APPROACH ON ENGLISH TEXTBOOK FOR THE ELEVENTH GRADE OF THE SENIOR HIGHSCHOOL OF INDONESIA. Written by: Ahmadulloh Al-Adibi Ash-Sholih, Student Number 1601070062, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 09<sup>th</sup> 2021 at 10:00 – 12:00 p.m

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The Dean of Tarbiyah and Teacher Training Faculty





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States that this undergraduate thesis is originally the result of the research's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, ... of July, 2021

The writer



**AHMADULLOH AL-ADIBI ASH-SHOLIHI**  
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## MOTTO

ذُنُوبِي مِثْلُ أَعْدَادِ الرَّمَالِ # فَهَبْ لِي تَوْبَةً يَا ذَا الْجَلَالِ

“My sin is like a number of sand in a beach. so grant me mercy, O my Lord who has greatness.”(Abu Nawas)

## **DEDICATION PAGE**

I highly dedicated this undergraduate thesis to:

- ✓ Allah who always give His full of rohmah and blessing.
- ✓ Prophet Muhammad who bring us to the lightness
- ✓ My beloved family who always give spirit and as my inspiration.
- ✓ Billie eilish who always accompany me by her songs.
- ✓ All of My beloved best friends who always listen to me about my complaints.

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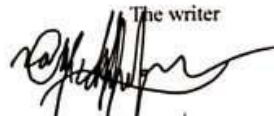
Glory be to Allah SWT, the most gracious and the most merciful, who always gives all what we need. Allah has given His gift to the writer that she could finish his under graduated thesis. This undergraduate thesisentitled AN ANALYSIS OF ECLECTIC APPROACH ON ENGLISH TEXTBOOK FOR THE ELEVENTH GRADE OF THE SENIOR HIGHSCHOOL OF INDONESIA

.The writer would like to thank his parents for financial support. His deepest thanks to Mrs. Trisna Dinillah Harya, M.Pd and Mrs. Dr. Widhiya Ninsiana, M.Hum for their spending time to support and guide the writer to finish this under graduated thesis. The writer also would like to express his thanks to the honorable lecturers of English Education Study Program who help him, the students of English Education Study Program who become a good partner in studying English and also all ofhis friends whenever they are who support and pray for his.

The writer apologizes for all mistakes of this thesis. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, 9 of July, 2021

The writer



AHMADULLOH AL-ADIBI ASH-SHOLIH  
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is significant skill in human life. Language is utilized to speak with others. People can express their thought, feeling and experiences through language. People cannot speak with others without language. To convey to others over the world it must to master global language that is English. English is worldwide language to communicate to individuals from different nations.

English is known as the foreign language in Indonesia. Learning language is a need for the most Indonesian people. Because by mastering English well, it will be easier to understand some information, such as book, news, paper, magazine, radio, television, internet, and etc. English is the a great deal medium of the world's knowledge. English is widely used in science and technology, tourism, advertisements, education, media, entertainment, international relations, business and trade. English is taught in schools, colleges and universities as a second language as well as a foreign language across the world. English is in a great demand today.

The language teaching methods must be integrated based on the classroom atmosphere and student abilities. The Eclectic Approach is the only that can combine all the language teaching methods.<sup>1</sup> Eclectic can be

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<sup>1</sup>Srinivas P, "Eclectic Approach In English Language Teaching: A Comprehensive

understood as a combination. The Eclectical Approach is a way to present foreign language learning materials in front of the class through various combinations of methods, for example direct method with the grammar-translation method even with the reading method as well as being used or applied in a teaching condition. The importance of this eclectic approach is to make the creativity of foreign language teacher to make the process of teaching and learning foreign languages effective. This approach also gives them freedom to create variations of the method in accordance with the learning objectives.

Good teaching skills are needed by using effective methods, remembering that grammar teaching is not easy. Teaching basically creates a condition that allows the learning process. Teaching is conveying knowledge to students. In the process many considerations are needed regarding the strategies, approaches, techniques and methods that will be used so that teaching can be carried out optimally and time allocation can be used effectively. So students can receive lesson information easily.

The teacher must really prepare learning so that students can be motivated and inspire learning. Then the teacher must maintain student attention through the learning process. The information provided must be presented in a form that is fun and is the easiest for students to absorb. That is the reason why teachers must guide students through the learning process, provide feedback, appreciation and advice about right and wrong.

The example of popular method such as Direct Method, Grammar-Translation Method, Communicative Language Teaching, Audio-lingual Method Every method has different characteristics.<sup>2</sup> One method might be preferred or more useful than others in a specific circumstance. There is no ideal method in the fact that every method has a few shortcomings and qualities. To learn and practice about the methodologies of teaching to feel what method which is comfortable in each person is important. Thus the teaching and learning can be conduct effectively and valuable.

Textbooks play a very important role in the classroom. In Indonesia, English is studied as a foreign language, which is the language that is learned besides the mother tongue. English is the language that Indonesian students are most likely to learn in class. As a result, English textbooks have the potential to be the only access for students to learn English in the classroom. Most teachers often use manuals as the main book, sources of ideas and sources of educational activities and provide guidance for what to do.

In Indonesia itself, using a textbook is a must for all schools in order to support the learning process. As stated in the Regulation of the Minister of National Education Number 11 2005 Article 8, that teachers can recommend students who are able to have a textbook. In other words, the government clearly suggests that every learner has a textbook to achieve the learning process. Textbook is one of the materials used in learning. Textbooks are

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<sup>2</sup>Al-Mamun M, "Advocacy of the Eclectic Approach to ESL/EFL Teaching in Bangladesh," *Jagannath University Journal of Arts* (2017): p. 1

usually written quickly, are very organized and concise. Textbooks are a common source of most of the information used in the classroom.

There is no method can satisfy all teaching language aim and program target. None can reject that language teaching methods may complement each other. Language teacher from time to time only obey to just one single method or follow the necessary standards of various strategies that accordance to specific circumstance. The eclectic approach give the teacher the opportunity to choose any methods accordanceto the context that can be a decent arrangement. The eclectic approach has the ability to give the consideration of the language teacher since eclectic approach gives some particular positive points which are usually missing from any single strategy.

In the research, the writer is interested in investigating eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia. Thus, the focus of the study in this research is the eclectic approach in teaching and learning process in english textbook for the eleventh grade of the senior highschool of indonesia.

Based on the statement above, the writer propose to conduct a research about lecturer approach in teaching grammar. The writer chooses “AN ANALYSIS OF ECLECTIC APPROACH ON ENGLISH TEXTBOOK FOR THE ELEVENTH GRADE OF THE SENIOR HIGHSCHOOL OF INDONESIA” as the title.

## **B. Research Question**

Based on the background that has been discussed above, the writer formulates the problem as follows:

1. What is the effects of using eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia?
2. What are the benefit using eclectic approach in english textbook for the eleventh grade of the senior highschool of indonesia?

## **C. Objectives and Benefit of the Study**

### **1. The Objectives of the Study**

Based on the statement of the problem above, the objective of the study are as follow:

- a. To identify and analyze the effects of using eclectic approach on english textbook for the eleventh grade of the senior highschool of indonesia.
- b. To find out the benefit using eclectic approach in teaching inenglish textbook for the eleventh grade of the senior highschool of indonesia.

### **2. Benefit of the Study**

The study is expected to give useful information for:

- a. Students

The students especially the undergraduate students in the faculty of education and teachers training. The student will understand the effective approach to teach in the case of preparing to be a good teacher.

b. English Teacher

The result of the study for English teachers to get clearly information about the result of using eclectic approach in teaching and learning, so teacher will give proper treatment to decrease misunderstanding of students problems.

c. Further Researcher

Other researchers who are interested in analyzing of eclectic approach, especially for teaching and learning for undergraduate students can get the basis information from the study as the reference, so the further researchers can conduct the research in deeper, further, and better technique.

**D. Prior Research**

The research is related on some prior researches. One of them is done by Amalia Sholiha who conducted a study deals with the eclectic approach under the title “Eclectic approaches in Learning Arabic Writing Skills at Mts Negeri Karang Anyar Purbalingga in Academic Year 2014-2015”. Eclectic approach is a way to present foreign language learning materials in front of the class through a combination of various methods. Eclectic approaches are used in writing skills which basically adjust well to the subject matter, conditions of students and most importantly in accordance with learning objectives. The use of eclectic approaches in learning to write has its own uniqueness that is students are more interested in writing skills because in



writing skills students are easier to grasp learning to write Arabic both the skills of forming letters and the skills of expressing in writing.<sup>3</sup> The research describes the eclectic approach applied in learning to write in Arabic. The method combines several methods with the aim of adjusting subject matter, student conditions and learning objectives so that the learning process can run well.

The second prior research was conducted by Hayyu Putrianti under the title “The Use of Eclectic approach in Teaching and Learning Arabic at Ma'had Ali Bin Abi Thalib Putri Yogyakarta Muhammadiyah University”.<sup>4</sup> The research proved that eclectic approach is a way to present foreign language learning materials in front of the class with a combination of various methods. Through the method, many learners are given training exercises, for example, conversing exercises in Arabic. In addition, based on the author's observations, the Arabic teaching method used at Ma'had Ali Bin Abi Talib Putri, Muhammadiyah University of Yogyakarta, can activate the students activities in learning Arabic. It is needed for teaching because it is proven that have been many students not only speak Arabic but they can master four language skills namely listening, speaking, reading and writing. The teacher should realize by utilizing eclectic approach accurately will be able to achieve

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<sup>3</sup>Sholiha A. *Eclectic approaches in Learning Arabic Writing Skills at Mts Negeri Karang Anyar Purbalingga in Academic Year 2014-2015. Thesis*, (Purwokerto: State Institute For Islamic Studies Of Purwokerto, 2015), p.1-5.

<sup>4</sup>Putrianti H. (2015). *The Use of Eclectic approach in Teaching and Learning Arabic at Ma'had Ali Bin Abi Thalib Putri Yogyakarta Muhammadiyah University. Thesis*. (Yogyakarta: State Islamic University Of Sunan Kalijaga, 2015), p.1-6.

teaching objective. The research claim that applying the concept of eclectic approach in teaching and learning is very important.

Based on the explanation above, both of prior research have same topic namely eclectic approach, however there are some differences. The first prior research focuses on analyzing in learning writing. In addition, the second prior research focuses on the use of eclectic approach in teaching and learning Arabic at Ma'had Ali Bin Abi Thalib Putri Yogyakarta Muhammadiyah University. Meanwhile, the similarities in the research focuses in using eclectic approach and the difference in the research focuses in english textbook for the eleventh grade of the senior highschool of indonesia..

## **E. Research Methodology**

### **1. Type and Characteristics of Study**

The research method is the important factors in conducting a research, because the research method is a scientific way to get the data with specific purposes and uses. The research method is an effort to find, develop, and test the truth of knowledge in scientific ways. Therefore, the method used in a study must be correct.

This research utilized qualitative research depend on the methodology and sort of information utilized with the goal that the research will create descriptive data in the form of words. To explore,

describe, or clarify is the main purpose of qualitative research.<sup>5</sup> The data analyzed in the form of descriptive and not utilize number as in quantitative research. Qualitative research is used to gather information about an existing phenomenon and the state according at the time the research was conducted. Therefore, qualitative research is able to uncover the phenomena on a subject that want to be investigated in depth. The individuals or group of human problem is explored and understood by an approach of qualitative research.<sup>6</sup>

The type of research approach is descriptive. Descriptive research is research that seeks to tell the solution of existing problems based on data. The purpose of descriptive research is to obtain information systematically, factually, and accurately. This study was used to determine the use of the eclectic approach in English textbook used by 11th grade of senior highschool.

Descriptive research is a research method that describes all the data of research then analyzed and tries to provide a solution of problem. The research also used to provide the latest information so that it is useful for the development of science and more can be applied to various problems. The purpose of description research is to describe an event systematically, factually with an accurate data. Geoffrey says that descriptive qualitative

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<sup>5</sup>Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, (New York: The Guilford Press, 2017), p.9.

<sup>6</sup>Creswell, J. W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*.(United States of America: Sage Publication, 2014).

analysis involves describing the common underlying characteristics of data.

## **2. Data Resource**

The words, and activities and additional data such as documents and others is the main source of data in qualitative research known as Data Resources.<sup>7</sup> The main data sources in qualitative research are words and actions, the rest is in the form of additional data such as documents and others. The data is clearly divided into words and actions, written data sources, photographs and statistics. Data sources in research are subjects from which data obtained. When utilizing documentation, the document or record is the source of the data.

Data sources in this research is in the form of words which is English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia. The data for analysis is collected from English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia. Because the source of the data is in the form of document, the method used to gather data is Documentation Method.

## **3. Data Collecting Technique**

### **a. Documentation**

Data collection techniques is the ways that can be used by researchers to collect data, it produce an abstract information, cannot be

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<sup>7</sup>Moleong, L. J. *Metode Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya Offset, 2013).

recognized in visible objects, but the use can be exhibited. In this data collection case, the writer conducts directly into the research object to get valid data, then the researcher collected the data from any documents. In this research, data is collected from the English textbook used by 11th grade of senior highschool. However, data collection is not considered to be a specific phase that must be completed before analysis begins. Data collection and analysis is a process of cycle in document analysis by going back and forward. Data collection and analysis also can be said as a process of iteration. Somehow look at the data and analyze it, and then go back again to collect the data more by iteration inreading.

Therefore, in this research data collection and analysis cannot be separated. The materials of “English textbook used by 11th grade of senior highschool” is analyzed based on the use of eclectic approach in teaching and learning. Qualitative research focuses an understanding the social phenomena from the perspective of the study. The aim is to describe “what exists” with respect to conditions in situation.

Textbook that is analyzed here, containing 8 chapters inside, so the researcher will do analysis 8 times by using the instrument rubric for each material that will be analyzed. After analyzing the data based on the using of eclectic approach in teaching and learning, the writer can explain which of the criteria are already met by the book. Then the writer conduct the interview with the teacher and student. The next step

is concluding the result of the analysis in the terms of explaining the reasons why each criterion considered meet the criteria of a eclectic approach or not. The thorough descriptions will be employed to avoid misunderstanding foreach.

The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. The result of the data from checklist table is about how much the materials in the textbook “English textbook used by 11th grade of senior highschool” meet the criteria of eclectic approach. Finally, the data is categorized by using data analysis with regard to the research questions.

**b. Interview**

The interview is two person or more that conduct a conversation with a certain intention and preparation. The interviewed gave the answer to the question that asked by the interviewer.<sup>8</sup>Interview is a conversation with a specific purpose conducted by two parties, namely the interviewer who asks a question and the interviewee who provides answers. In this case, the researcher uses a structured interview, where an interviewer determines the problem and questions to find answers on hypotheses that are tightly arranged.

In conducting interview techniques, the interviewer must be able to create a good relationship so that the informants are willing to work together, and feel free to talk and can provide true information.

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<sup>8</sup>Moleong, L. J. *Metode Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya Offset, 2013).

Interview techniques that researchers use are structured in writing, namely by compiling in advance some questions that will be submitted to the informant. This is intended to make the conversation in the interview more focused on the intended purpose and to avoid overly broad talk. It is also used as a parameter and can be developed by researchers through questions that arise when the interview takes place. Interview activity has two functions. First function of interview is as fundamental procedure in gathering information in the form of interview and second function is as extra activities for different techniques like participatory observation, photography and document analysis.<sup>9</sup>

#### 4. Checking Validity

Qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as part of any given study. The variety will likely follow from study a real-world setting and its participants. The complexity of the field setting and the diversity of its participants are likely to warrant the use of interviews and observations and even the inspection of documents and artifacts. The study's conclusions are likely to be based on triangulating the data from the different sources. This convergence will add to the study's credibility and trustworthiness. Most important is a final common denominator the need

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<sup>9</sup>Syamsudin, R, *Metode Penelitian Pendidikan Bahasa*. (Bandung: PT. Remaja Rosda Karya, 2011).

for qualitative studies to demonstrate their trustworthiness and credibility, regardless of any of the three distinctions.

In building trustworthiness in this research, the researcher provides a set of evidence by providing some picture in analyzing the textbook, those picture are related to the materials that being analized. The researcher also describes the research procedures so that other people can review and try to understand.

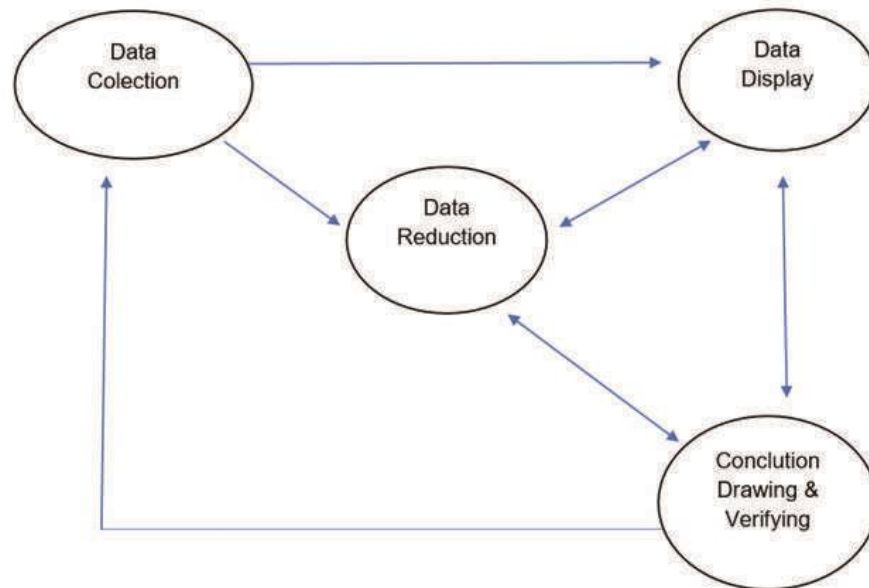
#### **5. Data Analysis Technique**

This research is a descriptive study, with more of a description of the results of interviews and observations. The data that has been obtained will be analyzed qualitatively and described in descriptive form. The writer would use the steps analyzing the data based on the Huberman and Mile's cycle:<sup>10</sup>

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<sup>10</sup>Wijaya, H. Ringkasan dan Ulasan Buku Analisis Data Penelitian Kualitatif Prof. Burhan Bungin, (2018).





**Picture 1 Components of Interactive Model Data Analysis**

**a) Data Collection**

Data collection is an important part of data analysis in the research. Data collection activities in this research is to use interviews and observation studies. after the data is collected then researchers make a group of similar things into categories so researchers can be easier to make conclusions

**b) Data Reduction**

Data reduction is the cycle selected that centers on simplifying and transforming rough data from written records in the field. Reduction is done since data collection starts by making summaries, coding, following topics, writing memos and so on with the end goal of eliminate the irrelevant data.

**c) Display Data**

Data display is a description of many organized data that provide the chance of making conclusions and implementation. Presentation of qualitative data is presented in the form of narrative texts. The presentation can likewise be as matrices, graphs, tables and charts.

**d) Conclusion, Drawing and Verification**

Conclusion is the last action of data analysis. Conclusion in the form of interpretation activities, to be specific finding the meaning of the information that has been introduced. Between display data and drawing conclusions there are existing data analysis activities. Qualitative data analysis is a progressing, repeated and continuous effort in this sense. The issue of data reduction, data presentation and drawing conclusions or confirmation is an image of success in arrangement as a progression of related analysis activities. The data that has been analyzed, clarified and interpreted in the form of words to portray the realities that exist in the field, the meaning or to respond research questions which are taken essence. In the view of information over, every progression in the process is completed to acquire the validity of the data by looking at all available information from different sources that have been gotten from the field and personal documents, official documents, pictures, photos and so on through the interview method upheld by documentation studies.

## **.CHAPTER II**

### **REVIEW OF THE RELATED THEORIES**

#### **A. Language Teaching Method**

English is the most broadly utilized of the 4,000 to 5,000 living languages. 300 million native speakers of English can be found and also numerous other second language speakers who speak English for every individual requirements in every mainland.<sup>11</sup> Learning methods are important to studying English because learning methods are an important part of the learning process. It is useless if the teacher using methods that are not in accordance with the subjects in delivering information because there will be no good learning process and good learning outcomes. Because in teaching, the teacher must have the ability to use learning methods.

Positive learning environment in the classroom created by effective teachers that make sure the student to more active. The teacher with highly skill must have a good understanding of their student needs.<sup>12</sup> The teacher must have the ability to communicate with students and also the method used is accordance with the objectives of teaching, the situation of students, and the facilities. Since the beginning of formal teaching of foreign language, a decent number of approaches and methods have developed on the planet. The case of mainstream method such as Direct Method, Grammar-Translation

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<sup>11</sup>Broughton G, *Teaching English as a Foreign Language* (New York, USA: Routledge, 1980): p. 1

<sup>12</sup>Schnee M, *Getting Started with English Language Learners*. (Virginia, USA: Association for Supervision and Curriculum Development, 2007): p. 73

Method, Communicative Language Teaching, Audio-lingual Method Every method has different characteristics.<sup>13</sup>

The following are the main approaches in this era that still resonate and influence current language teaching practices.

#### 1. The Grammar-Translation Method

Learning in class uses mother tongue, vocabulary and grammar as the main concerns. Reading related to grammar analysis is very important. Class activities include translating exercises from the target language to the mother tongue. In other definition, language learning is not communicative. This teaching method related to deliver the rules of language in direct instruction.<sup>14</sup>

Grammar-translation have a purpose to keep the cultural heritage.<sup>15</sup>The implementation of the grammar-translation method still often find until today. This is possible because grammar-translation method does not require special skill for teachers. Tests of grammar and translation are very easy to make. The assessment is also very objective so that it is very easy for questioners and instructors. Examples of activities included in the grammar-translation are:

- a. Students translate a text from English into Indonesian language.

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<sup>13</sup>Al-Mamun M, "Advocacy of the Eclectic Approach to ESL/EFL Teaching in Bangladesh," *Jagannath University Journal of Arts*, (2017): p. 1.

<sup>14</sup>Schnee M, *Getting Started with English Language Learners*. (Virginia, USA: Association for Supervision and Curriculum Development, 2007): p. 7.

<sup>15</sup>Corbett, J. *An Intercultural Approach to English Language Teaching*. (England: Library of Congress Cataloging, 2003): p. 208.

- b. Students answer questions in the target language based on the understanding of reading.
- c. Students are given a set of words and asked to find antonyms or synonyms in the reading.
- d. Students are given a series of sentences with missing words.
- e. Application of language patterns grammatical rules are presented with examples. After students understand the pattern, they are asked to apply it to several different examples.

## 2. The Direct Method

Language teaching method that has continuing effect is direct method and the influences can be noted in the daily language.<sup>16</sup> The main point of the direct method is that foreign language learning should be the same as mother tongue learning which involves many oral interactions, spontaneous use of language, there is no activity of translating the target language into mother tongue. The main principles of the direct method as follows:

- a. The language used in learning is the target language.
- b. Speaking and listening skills are taught in small classes.
- c. The methodology used by examples and practices.
- d. Recognizable vocabulary used every day.

Examples of class activities that are an embodiment of this method are as follows.

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<sup>16</sup>Renandya, W. A. *English Language Teaching: Linking Theory And Practice*. (Switzerland: Sprnger, 2016): 27.

- a. The teacher shows the reality in the form of objects that have been understood by students.
- b. The teacher gives an example of correct pronunciation.
- c. Students then try to repeat what the teacher said.
- d. The teacher ensures that students pronounce the words correctly.
- e. Students repeat the words repeatedly.

### 3. The Audio-Lingual Method

The learner are purposed to accustom the habit of using grammatical correct utterance in the audiolingual method. The method was conductto increasing the understanding of grammatical construction and student were drilled in these constructions.<sup>17</sup> The audiolingual method announces itself to be the best and productive method for learning foreign languages and claims to be the method that has changed language teaching from only a tip to a science. The ALM rationale regarding language, teaching, and language learning is as follows:

- a. Language is oral, not composed
- b. Language is a combine of propensities or habits
- c. Teacher explain language and not about the linguistic aspect
- d. Language is as spoken by local speakers
- e. The language is not the same as each other

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<sup>17</sup>Corbett, J. *An Intercultural Approach to English Language Teaching*. (England: Library of Congress Cataloging, 2003): p. 6.

Foreign language learning is essentially a cycle of framing habits. Language skills are learned in the target language and presented in oral form before being seen in composed structure for more effective.

Analogy give a better premise to language students than form of investigation, speculations, and differentiations are better than an clarifications of the standards. Native speakers controls the meaning of words does not remain solitary and can be learned uniquely with regards to language and culture.

Language skills are taught in sequence: listening, speaking, reading and writing. Forms of ALM teaching and learning activities are basically conversations and exercises (drills) and practice patterns. Conversation fills in as an instrument to place key structures in the specific circumstance and at the same time illustrate the situation where these structures are used by native speakers, so likewise as the utilization of the social parts of the target language. Repetition and retention become the prevailing exercise in this technique. Certain linguistic examples in a conversation are picked to be utilized as the sample preparing activities. Learning exercises dependent on ALM are: restatement, articulation, substitution, repetition, fulfillment, interpretation, development, compression, change, joining, replies, and reclamation.

#### 4. Suggestopedia

Suggestopedia is a suggestion application in pedagogy where students' feelings of failure can be removed. In the Suggestopedia learning

model, the psychological constraints of learners can be overcome. Classrooms are designed in different way in such different arrangement of the chair from ordinary classes in the application of learning. Students sit on the chair in a semicircle. Some posters related to learning materials were posted on the wall. The teacher greets in the mother tongue then persuade students / students that they don't need to try to learn but the learning will take place naturally. Teacher play classical music then direct students to relax by taking a deep breath. Furthermore, the teacher invites students to imagine about the material being studied. When they open their eyes, they play roles. After that, the teacher reads while playing music. The teacher does not give homework. The psychological barriers such as fear, nervousness, tension, frustration is removed in the principles of suggestopedia and give student an emphasis on mental aspects.<sup>18</sup>

##### 5. Community Language Learning

Classroom activities that have a purpose is always demanded in communicative language teaching.<sup>19</sup> This method believes in the principle of whole persons, which means the teacher not only pays attention to students' feelings and intelligence but also relationships with fellow students. Students feel uncomfortable in new situations. By understanding the students' fear and sensitive feelings the teacher can eliminate the students' negative feelings into positive energy for learning. The chairs are

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<sup>18</sup>Al-Mamun, M. "Advocacy of the Eclectic Approach to ESL/EFL Teaching in Bangladesh". *Jagannath University Journal of Arts*, (2017): p. 8

<sup>19</sup>Corbett, J. *An Intercultural Approach to English Language Teaching*. (England: Library of Congress Cataloging, 2003): p. 3



arranged in a circle with a table in the middle. There is a tape recorder on the table. The teacher explains the learning objectives. The teacher tells students to make a dialogue in English. If students do not know the teacher helps. Student conversations recorded. Then, the recordings are written in the form of transcripts in English and mother tongue. After that the rules of language are discussed.

#### 6. The Total Physical Response Method

The total physical response method is based on the theory of upgraded memory through relationship with physical response.<sup>20</sup> The comprehension approach is the other name of this method which explain more about the significance of listening appreciation. Foreign language learning focused on listening understanding in the beginning phases. This technique is built up because of the research perception of children behavior in learn native language with parents. A baby tunes into the sounds around for quite a long time before having ability to say a single word. Nobody tells babies to talk. A child will talk when ready to do. Students listen to teachers who communicate utilizing a foreign language from the earliest starting point of the learning cycle in natural approach. The teacher can assist the students with understanding the material by utilizing pictures and a few words in the native language. Natural Approach is known nearly have numerous similarity with Direct Method. In Total Physical Response

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<sup>20</sup>Al-Mamun, M. "Advocacy of the Eclectic Approach to ESL/EFL Teaching in Bangladesh". *Jagannath University Journal of Arts*, (2017): p. 3.

(TPR), students given the guidance to listen and give a react from teachers verbal guidelines. The type of directions given, for example: Turn around, Sit down, Walk, Stop, Jump.

## **B. Eclectic Approach**

### **1. Definition**

The definition of eclectic approach is an approach that practice several different methods in language teaching, for example, audiolingual and communicative language teaching method can be conduct in one session class.<sup>21</sup> Eclectic can be interpreted as a mixture or combination. The Eclectic Method is a way to present foreign language learning materials in front of the class through various combinations of methods, for example; Direct method with the grammar-translation method even with the reading method as well as being used / applied in a teaching condition. The only approaches that combine all the language-teaching methods depending on the classroom atmosphere and student abilities is eclectic approach.<sup>22</sup>

What is meant by combination here, of course, is not to combine all existing methods at once, but rather to be match, meaning that a particular method is seen to be able to overcome the shortcomings of other methods. The different method of teaching and learning approaches is combined

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<sup>21</sup>Richards J. C. and Schmidt. R, (*Longman Dictionary Of Language Teaching And Applied Linguistic*. Great Britain, 2010): p. 173.

<sup>22</sup>Srinivas P, "Eclectic Approach In English Language Teaching: A Comprehensive Study." *An International Multidisciplinary Research Journal* 8, issue 10 (2018): p. 8.

by eclectic approach.<sup>23</sup> The fact of every method has points of interest and drawbacks does not imply that all of them can be combined at the same time, because combining here as required based on thought of learning objectives, the idea of the material, the capacity of students, even the state of the teacher. What is proper to do in this situation is to use the benefit of specific methods to beat the disadvantage of any methods. The theory about every method has strengths and weaknesses is the fundamental of eclectic approach. The eclectic approach combine many method because no one method that suitable in every context.<sup>24</sup>

The key to successful language teaching is explicit instructions in eclectic approach.<sup>25</sup> Eclectic means combine things of variety of the method. The teacher who use several activities and techniques language teaching approaches and method is using the eclectic approach.<sup>26</sup> This Eclectic Approach is a mixture of point contained in the Direct method and the Grammar-Translation method, the teaching process is more emphasized on the proficiency of conversing, writing, reading, and understanding certain understandings. Eclectic Approach usually used in

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<sup>23</sup>Mwanza D. D, "The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions", *International Journal of Humanities Social Sciences and Education* 4, Issue 2, (2017): p. 56.

<sup>24</sup>Mwanza D. D. "The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions," *International Journal of Humanities Social Sciences and Education* 4, Issue 2 (2017): p. 56

<sup>25</sup>Renandya, W. A. *English Language Teaching: Linking Theory And Practice*. (Switzerland: Springer, 2016): p. 250.

<sup>26</sup>Burhanuddin W. "Using Eclectic Approach To Improve The Students' Reading Comprehension," *Exposure Journal* 243, (2012): p. 6.

teaching grammar in combining and separating sentences, and identifying specific features of the grammar lesson contextual needs.<sup>27</sup>

Teachers are given the opportunity to choose different teaching methods to achieve educational goals. There is flexibility in selecting aspects or procedures that are suitable for teachers for classroom teaching. Students can identify different types of teaching methods, using different types of teaching aids which make lessons more interesting and facilitate better understanding of the subject matter. The eclectic approach can solve problems that arise from the explanation in the textbook and can optimize time and energy in learning English.

By using an eclectic approach, a teacher can prepare learning that is based on an eclectic approach and is tailored to the needs and abilities of students. Learning material must attract students' attention to learn and provide a stimulus for teachers to teach. A teacher is obliged to sort out the teaching or reading content keeping in mind the cultural background and language of the students, their needs, skills and learning styles. Efficient language teachers need a lot of time to gather interesting, motivating, and influential material to make the classroom more lively. A teacher should not return to traditional outdated teaching methods where the delivery of material by the teacher is the dominant activity. In an eclectic teaching approach, a teacher is obliged to include all learning media in the 21st century such as music, videos, photos, as well as PC and linked

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<sup>27</sup>Srinivas P. "Eclectic Approach In English Language Teaching: A Comprehensive Study," *An International Multidisciplinary Research Journal* 8, Issue 10 (2018): p 11.

technology. A teacher must practice in order to be able to consider and replace material that is useful and productive for students. Creative learning needs for the needs of student learning objectives should make teachers more eclectic. A teacher should not limit himself to only using a blackboard and textbook, but the teacher is expected to be able to go beyond and use the advantages of each existing method for efficient teaching.

Although the textbook is filled with all instructional procedures, teachers must develop teaching strategies according to student needs. Teachers are encouraged to use videos, power point presentations, photos and pieces of newspaper, etc with the aim of making the class lively and interesting. Recently, strict adherence to textbooks and procedures in English classrooms was extremely rare among teachers at the major academy levels. Teachers not conscious using an eclectic approach to make the classroom more interesting and lively. On the other hand, teachers sort out the teaching methods to be used without recognizing the advantages and disadvantages of a method, the idea of plurality itself is questioned. Without knowing the advantages and disadvantages of a method to be chosen, an eclectic, selective approach in directing a lesson will not give optimal results. Teachers should recognize the character and purpose of the method so that learning becomes efficient. Some teachers practice an eclectic approach without recognizing the principles and without recognizing the situations and conditions in which such an approach is

used in teaching English. By understanding various theories and principles, teachers can make teaching efficient and after that the textbook becomes an eclectic textbook. The results and input from previous years, today's needs and future demands certainly keep teachers busy adapting an eclectic approach to teaching. Providing teachers with a good understanding of the various methods and making them know and care about the conditions for using the methods appropriately is the responsibility of the curriculum compiler. This is done so that the quality of teachers increases and has a good impact on students

The aim of suggesting an eclectic approach is for experiences to connect with the ideas presented in language learning and teaching. In this way, it is hoped that activities and interactions can be directly linked to student experiences in real life. Neither method nor technique can be used to solve all language skills, which is why teachers are advised to use an eclectic approach that uses a wide variety of activities to motivate students to learn. The eclectic approach seeks to respond to and handle all situations in the classroom effectively. An eclectic approach provides local solutions to local problems.

In recent years, the needs and reasons for learning English as a second language have varied widely. In responding to all these needs and reasons, an eclectic approach produces effective results with its own principles and characteristics. An eclectic approach is a special and harmonious kind of educational approach where an eclectic approach can

combine all effective methods to bring better results in solving all language problems. However, it is quite unfortunate if the teacher does not have a theoretical understanding of the advantages and disadvantages of each method that will be used because this results in an eclectic approach that cannot be used effectively in language classes. The eclectic approach to teaching English cannot be perfectly detailed in a general explanation because the eclectic approach is subjective, not limited to certain situations.

Through eclectic approach students are given many exercises for example; conversational exercises in foreign languages, can be done fellow (per individual or per group) between students, or teachers with students. The theme of conversation is certainly not strictly defined, meaning that students are free to talk in any foreign language (according to the vocabulary of the words they have mastered) after this method of conversation is done a few minutes in reading (reading) or listening (listening). It is very interesting if this method of listening and reading using media such as video or podcast can and directly listen to the reading or conversation process that is on the video screen or on podcast.

Eclecticism principles describe a coherent, desirable, pluralistic approach to language learning teaching. Eclecticism conduct many language learning activities which have different characteristics and

objectives.<sup>28</sup> In practice this Eclectic Approach can be applied by a teacher in a teaching situation in front of the class, with good preparation and sincerity in practicing this method. This is because the teacher's ability to master the foreign language itself needs practice practices to continue to speak fluently and be able to master the direct / conversation method, not be weak in grammar, or both can be well mastered and active in translation and so on. So a teacher must master a variety of methods and apply them varying in class seriously.

On the other hand foreign language teaching must face objective conditions that different from other country, between one period of time and another. The objective conditions include the objectives of teaching, the condition of the teacher, the condition of students, the state of infrastructure and so forth.

The developement of eclectic approach is the creativity of foreign language teachers to make the way towards teaching and learning foreign languages effective. The method additionally gives opportunity to make varieties of the method with regard to the learning objectives. English language teaching has been resreshed and become more eclectic approach to syllabus designby the disciplinary of literary studies.<sup>29</sup>

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<sup>28</sup>Kumar C. "The Eclectic MethodTheory and Its Application to the Learning English," *International Journal of Scientific and Research Publications* (2013): p. 1.

<sup>29</sup>Corbett, J. *An Intercultural Approach to English Language Teaching*. (England: Library of Congress Cataloging, 2003): p. 173.



Eclectic approach is possible to apply in a linguistic teaching by choosing some techniques and activity.<sup>30</sup> Eclectic Approach aim to share teaching experiences and present into the ideas presented in learning of the language teaching. The principles of eclecticisms are:<sup>31</sup>

- a. Teachers determine distinctive teaching method related to the context to aim the effectiveness of the lesson.
- b. Teachers flexible to choose any aspect of method that suitable for teaching.
- c. Student can concentrated invarious types of teaching method, utilizing numerous sorts of instructig helps to make material more interesting and help to seeing better of the lesson.
- d. Overcome issues from the explanation of the course book materials
- e. Eclectic approach spare time in teaching language activities.

## 2. Steps of Eclectic Approach

The Eclectic Approach was advocated as almost all the individual methods had their strengths and weaknesses and not even a single method was responsible to the real and dynamic classroom context.<sup>32</sup> Using a combined method in teaching foreign languages is to make certain methods to overcome the weakness of certain methods. For example, a teacher intends to practice speaking skills as well as the ability to

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<sup>30</sup>Keen, J. *Teaching English A Linguistic Approach*. (New York: Routledge, 1978): p. 19.

<sup>31</sup>Mwanza D. D, "The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions," *International Journal of Humanities Social Sciences and Education* 4, Issue 2 (2017): p. 57.

<sup>32</sup>Srinivas P, "Eclectic Approach In English Language Teaching: A Comprehensive Study." *An International Multidisciplinary Research Journal* 8, Issue 10 (2018): p. 9.

understand reading texts and grammatical rules, so he can collaborate the direct method with the rule methods of grammar translation method and also the reading method. Eclectic approach help teachers to aim classroom goals by give a choice to the teachersto identify and select many kinds of methods. The teacher will be easier to deliver the lesson if the teacher take achances to use different language teaching method.<sup>33</sup>

Eclectic Approach is relating the situation and students needs by combining the best part of many methodthat selected.<sup>34</sup> The direct method forbid the use of everyday language students in teaching foreign languages as an introduction to lessons and translation activities into the daily language of students. In view of this method the use of everyday language and translation can disturb the process of success, because it does not educate students to discipline using foreign languages that are learned directly. However, if viewed from another perspective this prohibition actually makes this method not optimal in teaching foreign languages, because in certain cases foreign language students still need everyday language or translation. This will happen when words or sentences are taught that cannot be demonstrated, described, or shown to the real world.

In other cases the direct method also ignores grammatical rules, because in his view grammatical rules analysis will interfere with students learning foreign languages. In fact, in certain cases students really need an

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<sup>33</sup>Pramboor J. "A Novice Teacher's Experience of Practicing Eclecticism in a Foreign Adult Classroom," *The Malaysian Online Journal of Educational Science* 3, (2015): p. 4.

<sup>34</sup>Burhanuddin W. "Using Eclectic Approach To Improve The Students' Reading Comprehension" *Exposure Journal* 243, (2012): p. 6 .

analysis of the rules. This is also a weakness when viewed from another perspective, because language is inseparable from the grammatical rules. Then it can be overcome by the method of rules and translations. In other cases the ability to read in the direct method is given a very small portion, even though the ability to understand reading is also very necessary in learning a foreign language. Then this can be overcome by reading methods and so on.

Like other methods, steps that can be used to use this method are flexible. For example the steps taken by the teacher are as follows:

- a. Introduction, similar as with different methods
- b. Give material in the form of short dialogues, with the subject of every day exercise repeatedly. This material was first given verbally with movements, clues, dramatizations, or pictures.
- c. Students are directed to discipline listening to these dialogues, then imitate the dialogues that are presented until smooth.
- d. Students are guided to implement these dialogues with their friends in turns.
- e. After smoothly implementing the dialogues they have learned, they are given reading texts whose themes are related to these dialogues. Next the teacher gives examples of how to read well and correctly, followed by students repeatedly.

- f. If there is a difficult vocabulary, the teacher gives the explanation of it first with cues, or gestures, or pictures, or others. If this is not possible, the teacher translates it into the student's language.
- g. The teacher introduces several important structures in the reading text, then discusses it as necessary.
- h. The teacher asks students to study the reading, then discuss its contents.
- i. In closing, if necessary, the last assessment is in the form of questions concerns the substance of the reading that has been discussed. The execution can be individually or in groups, according to the circumstance and conditions. If the activity is not possible because of time, for instance, the teacher can give the assignments that must be done at the home of every student.

Then writing skills are taught according to the level of students' abilities, for example by training students to write and arrange simple English sentences correctly. With this goal, the subject matter can exist around the pattern of sentences and vocabulary which have been taught. Eclecticism allows the teacher to select the method within suitable contexts and provides the solution.<sup>35</sup>

### **3. Advantages and Disadvantages**

Eclectic approach is a language teaching method that relating the destination of the course and the capacities of students by

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<sup>35</sup>Mwanza D. D “*The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions,*” *International Journal of Humanities Social Sciences and Education* 4 (2017): p. 56.

combining various approaches and methods.<sup>36</sup> Eclectic Approach help language teachers to deliver subject by absorbing best technique of many language-teaching methods into classroom activities for appropriate purpose.<sup>37</sup> The weaknesses of every method can be overcome because eclectic approach combines various teaching methods. Instead the teacher can maximize the benefits of each of these methods, of course, based on the assumptions of the teacher concerned and have knowledge of the various methods used well.

a. Advantages of the Eclectic Approach

- a. Teachers can make teaching more varied and interesting.
- b. The problem of individual differences and learning material material that is less interesting can be solved.
- c. Teachers can be more confident and convincing in teaching language skills.
- d. The teacher can deliver the lesson material faster.
- e. The teacher can liven up the atmosphere of learning and teaching in the classroom.
- f. Students are not easily bored.
- g. Can further make students concentrate on the lesson.

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<sup>36</sup>Iscan A. "The Use of Eclectic approach in Teaching Turkish to Foreign Students," *Journal of Education and Practice* 8, (2017): p. 150.

<sup>37</sup>Burhanuddin W, "Using Eclectic Approach To Improve The Students' Reading Comprehension," *Exposure Journal* 243, (2012): p. 2.

## b. Weaknesses of the Eclectic Approach

- 1) Allocation of time, willingness of teachers and students should be well planned.
- 2) Not all teachers are able to use this method. Because the use of this method requires an energetic and skillfull teacher. Likewise on the part of students, activities that are too much variation can cause their own boredom.
- 3) It takes a long time compared to using other methods. Though the time for English subject matter is relatively very limited, except for certain schools

Holistic understanding of all learning theories and related pedagogies is the principle of eclecticism and help the teacher to make every decision about classroom activities and instruction.<sup>38</sup> The teacher must have the capability to determine the method to use in every dynamical situation so the usage of Eclectic Approach can really improving the class. Learning behavior is an obligation of teacher to understand and update the new method existed

## C. Textbook

### 1. Definition of Textbook

Textbooks are a form of printed material that are published and are often used for teaching and learning in schools or educational

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<sup>38</sup>Mwanza D. D “*The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions,*” *International Journal of Humanities Social Sciences and Education* 4 (2017): p. 56.

institutions.<sup>39</sup> Textbooks are used as the most important media in the learning process because they serve as resources and guides for students and teachers. Textbooks in language learning are used as the basis for a lot of input in practicing language since students receive learning content. The textbook should also pay attention to the balance of skills and the type of language students follow. Textbook level sequences as language learning materials are still considered an important resource among students.

The most universal element of teaching English in Indonesia is textbook. Textbooks are printed as teaching materials whose contents are designed for use in public or private school programs. Textbooks can be any book or substitute book including thick or thin cover, pocket books, workbooks that are designed to be used in curriculum. Several alternatives It can also be used like a newspaper or magazine as the main source of student learning materials intended to carry out the main part of the curriculum.

Every teacher in classroom cannot implementing the learning process to be separated from the book. Textbooks are interpreted as a comprehensive learning resource in both print and electronic form, or consisting of a collective combination of printed, electronic, and non-printed materials.<sup>40</sup> School textbooks as sources, printable or as software

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<sup>39</sup>Falk Pingel. UNESCO “*Guidebook on Textbook Research and Textbook Revision. Braunschweig: Unesco Sector*”. (2010). P. 46

<sup>40</sup>Ministry of Education, “*Guidelines for Approval of Textbooks. The Ministry of Education’s*”. website at <http://www.edu.gov.on.ca>. (2008). P.6

files were built as educational tools. Textbooks are made as a means of learning and the material is arranged in various teaching interests. Textbooks as the teaching materials have the capacity to be able to disseminate information, build skills and help students interact globally.<sup>41</sup> In other words, textbooks will fill class activities with knowledge and skills. Teachers must know how to utilize textbooks as a learning tool. Textbooks as a learning tool should be a useful resource for teachers to provide educational guidance to students. The main purpose of textbooks is to disseminate constant knowledge, values, attitudes, skills and behaviors. It is said that textbooks are an important learning tool, as all English learning skills are provided.<sup>42</sup> From the description above, it can be said that textbooks are resources that provide knowledge, skills, values, attitudes, activities and the role of the teacher as a motivator for learning to achieve educational capacity

Textbooks are published as learning outputs that serve as resources and guides for teachers and students containing exercises and references in the form of manuals, textbooks or textbooks. The most frequently used textbook of all printed educational materials. Textbooks are tools to help students understand clear concepts from the material. In language programs, textbooks are used in various ways. Applying reading skills learning in a textbook can form the basis of a reading program, which

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<sup>41</sup>Education Sector. "A *Comprehensive strategy for textbooks and learning materials.France: the united nations scientific and cultural education*". (2005).

<sup>42</sup>Richard, J. C. "*The Role of Textbooks in a Language Program.*" [www.professorjackrichards.com](http://www.professorjackrichards.com). (2001)



provides a lot of reading texts and practices reading skills in practice. Learning writing skills in a textbook provides a composition model and a list of topics to be written by students. Grammar lessons in a textbook can serve as a reference book and provide examples and exercises to develop knowledge of grammar. Learning speaking skills in the textbook can provide input for students to read and discuss. Text listening to audio recordings or CDs in listening skills learning in a textbook can serve as the main medium during listening. Textbooks are generally considered an aid to teaching. This is just one of many learning materials that teachers and students may use to achieve learning goals.

One of the most commonly used materials in the learning process is textbook.<sup>43</sup> A clear idea of a subject matter can be obtained in a textbook which is a source of practical knowledge and a tool to assist students in learning. Textbooks of course also play an important role in education, one of which is helping students in class activities because textbooks offer various advantages which are useful learning resources.

Textbooks are books written by experienced and qualified people. Textbook material is usually tested with the care in micro teaching studies of the treatment itself before publication. Textbooks used for learning activities have advantages and disadvantages depending on how it is used and the context of use.

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<sup>43</sup>David.W. “*Developing Criteria for Textbook Evaluation. ELT Journal*”. (1983). P.

## 2. Advantages and Disadvantages

Textbooks are a set of knowledge, concepts and principles of topics selected and used in learning. Textbooks are generally the most common resource in the classroom. Textbooks contain good material and are the easiest and cheapest way to help teachers apply learning in the classroom.<sup>44</sup>

On the other hand, textbooks have several weaknesses that sometimes make it difficult for students and teachers in the learning process. First, textbooks are intended to be the only source of information that allows students to see only one perspective of a concept or problem. Second, old and worn textbooks. This condition makes the information irrelevant. In addition, the questions in the textbook tend to be easy. This makes students think that learning is just a collection of facts and figures. Fourth, textbooks do not consider students' basic background knowledge and teachers do not adapt lessons to student attributes and interests. Fifth, the level of ability to read textbooks is too difficult for students not to be able to read or understand important concepts contained in textbooks.<sup>45</sup> Therefore some textbooks have all the answers to every question. This makes students tend to see learning as a form of answer to each question written in the textbook.

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<sup>44</sup>Biljana. B, "Textbook in the EFL classroom : Defining, Assessing, and Analyzing" *Collection Of Papers Of The Faculty Of Philosophy*. (2016) p.138.

<sup>45</sup>Cunningworth. A, "Evaluating and Selecting EFL Teaching Materials". (1984), p1

However, textbooks are a source of material available for teachers to assign assignments to their students, and there is no need to spend energy on preparation of teaching materials because they have been prepared in the textbook. Textbooks can also serve as a tool to motivate students and provide stimulation in language learning. Teachers can use textbooks as a reference to adapt to the teaching process and help provide direction for teaching. Textbooks are very useful in supporting and providing security for new, inexperienced teachers, namely teachers who have relatively low self-confidence to provide learning English in the classroom.

Textbook acts as a reference center in the student education process and tracks its progress.<sup>46</sup> Textbooks can also be used by students as a tool to analyze previously taught material. Textbooks are a form of access to learning that is cheaper and more convenient in implementing carefully packaged educational modules. However, textbooks can act as learning preparation materials to initiate the teaching and learning process for students and teachers and also as a requirement for any classroom setting. It is not recommended for teachers to be very dependent on textbooks, especially if they never make lesson preparation. In other words, the teacher does not appear to have a good determination in teaching and is more likely to use textbooks than teach using the own language.

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<sup>46</sup> O'Neill, R, "Why use textbooks?" *ELT Journal*. Vol. 36 No.2 (New York: Oxford university Press,1982), 111.

### 3. The role of textbook

In the learning process, textbooks play a significant role in sorting out the material to be informed to students. The role of textbooks in learning English is as follows:

- a. The source of information for making the material to be presented
- b. Sources of activity in learning practices and communicative interactions,
- c. A reference source for students on grammar, vocabulary and pronunciation
- d. A source of stimulation and guidance for classroom activities,
- e. Stimulation for inexperienced teachers who have not gained self-confidence.

Textbook is a book whose purpose is for instructional activities carried out by the teacher. Given the importance of textbooks, a large number of experts carry out research to investigate the important role of textbooks. Textbooks are also used as teaching support instruments.

Teachers have a big role in the success of teaching and learning, because textbooks can only describe teacher activities that will be carried out in class such as allocating time, supporting structured learning in textbooks, understanding the special needs of each individual student, testing and improving language learning activities.<sup>47</sup> But in principle, a

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<sup>47</sup>Richard, J. C. *Approaches and Methods in Language Teaching*. (Edinburgh: Cambridge University Press. 1986)

textbook is a reading that must be used as a guide in the educational process. Teachers are expected to master the textbook.

## **CHAPTER III**

### **RESEARCH RESULT AND DISCUSSION**

This chapter presents the research result and discussion about the eclectic approach in “English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia”. It is intended to answer the problems of the study. Furthermore, the analyzed data is categorized based on the usage of eclectic approach in the English textbook.

#### **A. Findings**

The researcher has analyzed materials in “English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia” by using checklist consisted with the characteristic of some methods, there are: direct method, grammar translation method, audiolingual method, suggestopedia, community language learning method, and total physical response method. Below is the explanation of the aspect.

The aspect that will be used to analyze English textbook used by 11th grade of senior highschool is method of the chapter. Each criterion has some aspects that need to be fulfilled in order to considered a eclectic approach

1. The effect of using eclectic approach
  - a. Chapter 1: Offers & Suggestions

This following table is the recapitulation of the textbook analysis for chapter 1. In analyzing objective of the material, There are some characteristic of method that will be used to analyze English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia to assume that the book used eclectic approach. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.

**Table1 Method Analysis of Chapter 1**

CHAPTER 1: OFFERS & SUGGESTIONS			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language		v
	c. Student asked to find synonym and antonym		v
	d. Student are given the exercise of sentence with missing words	v	
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language		v
	b. The methodology used examples and exercise		v
	c. Memorizing vocabulary everyday		v
	d. Vocabulary taught through picture, demonstration and object		v
	e. Correct pronunciation were emphasized		v
3. Audiolingual Method	a. Language is oral, not written.		v
	b. Drill are used to teach		v
	c. Audio-visual aids are used		v
	d. Focus is on pronunciation		v
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
	b. Music are used		v
	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used	v	
	b. Students are divided into several groups	v	
	c. The chair arranged circle	v	
	d. Teacher make a relationship to the student	v	
	e. The exercise is making dialogue	v	
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everyday situation		v

Table 1 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 1, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the textbook. For example in chapter 1 (see table 1) that is discuss about “Offers & Suggestions”. As the explanation of objective above, the form of objective is the material of the subject.

Picture 1 Conversation material

**A** Pre-Activity

**Conversation 1**  
With a partner, read the conversation given below.



Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!



The material is “conversation about Offers & Suggestions”. Speaking skill is the skill that will be learned by student. Therefore, in this chapter the aspect of community language learning is fulfilled. Students are given an example in conversation form of offers & suggestions and practice it in front of the class. The students divided into several groups in the circle arranged chair to train the dialogue before practice it in front of class. The teacher stand as the facilitator and make a relationship between students. This material implements the objective about practicing offers and suggestion to train student’s speaking skill. Therefore, materials of objective aspect in this chapter meet the criteria of community language learning method.

Picture 2 Vocabulary material of offers and suggestion

**B Building Blocks**

**Suggesting and Offering**

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

**Social function:** to facilitate interpersonal communication between different people.

**For example:** Let's finish our homework first. Let's go home.

**Expressions/Grammar**

When making suggestions, we often use the following expressions.

Let's ...

Why don't we ...?

We could ...

What about ...?

How about ...?

I suggest that ...

You might want to change ...

I think ...

I don't think ...

**Examples of Suggestions**


- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 2.1 Sentence structure to suggest something.

### Picture 3 Exercise of offers and suggestion



**A. Choose the best option for each sentence given below.**

1. Hey Siti, \_\_\_\_\_ go star-gazing tonight?
  - a. are you
  - b. how about
  - c. shall them
  - d. would you like to
  
2. Sam: "Would you like to go watching a movie this weekend?"  
 Carly: "I can't, I am low on cash right now. \_\_\_\_\_ stay at home and watch TV instead."
  - a. How about
  - b. Let's
  - c. What about
  - d. I think
  
3. What shall we do today? \_\_\_\_\_ we go to the library?
  - a. Shall I
  - b. Let's
  - c. Why don't
  - d. Would you
  
4. \_\_\_\_\_ like a cup of coffee?
  - a. Can I
  - b. I'll do
  - c. Would you
  - d. Should I
  
5. \_\_\_\_\_ the washing, if you like.
  - a. Can I
  - b. Would you
  - c. I'll do
  - d. Let's
  
6. Edo: "I have a lot of work to finish; I don't know how I will manage."  
 Sam: "\_\_\_\_\_ half of it if you want."
  - a. Would you
  - b. I think
  - c. Why don't
  - d. I will help you with
  
7. Carly: "I submitted my essay to the teacher a few days ago, but I haven't received any response from her."  
 Edo: "\_\_\_\_\_ go and ask her?"
  - a. Shall us
  - b. I'll do
  - c. Why don't you
  - d. I propose

The material is about “vocabulary of Offers & Suggestions”. Grammar skill is the skill that will be learned by student. Therefore, in this chapter the aspect of grammar translation method is fulfilled. Students are given vocabularies of offers & suggestions. The students translated the word into Indonesian to understand the purpose of the material. The teacher help the student understanding the material by explaining with Indonesian language and give an example of each word. The exercise is filling the sentences with missing words. This material implements the objective about knowing the vocabularies of offers and suggestion to train student’s grammar skill. Therefore, materials analysis from objective aspect in this chapter meet the criteria of grammar translation method.

As the explanation above, the effect of using eclectic approach in chapter 1 “offers and suggestion” are the use of conversation and making study group as the learning method, the teacher stand as the facilitator and the material translated into indonesia to understand the purpose of the material. The material is using community language learning and grammar translation method. It can be conclude that the material is using two methods. The material is using eclectic approach because using more than one method.

b. Chapter 2: Opinions&Thoughts

This following table is the recapitulation of the textbook analysis for chapter 2. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.

**Table 2 Method Analysis of Chapter 2**

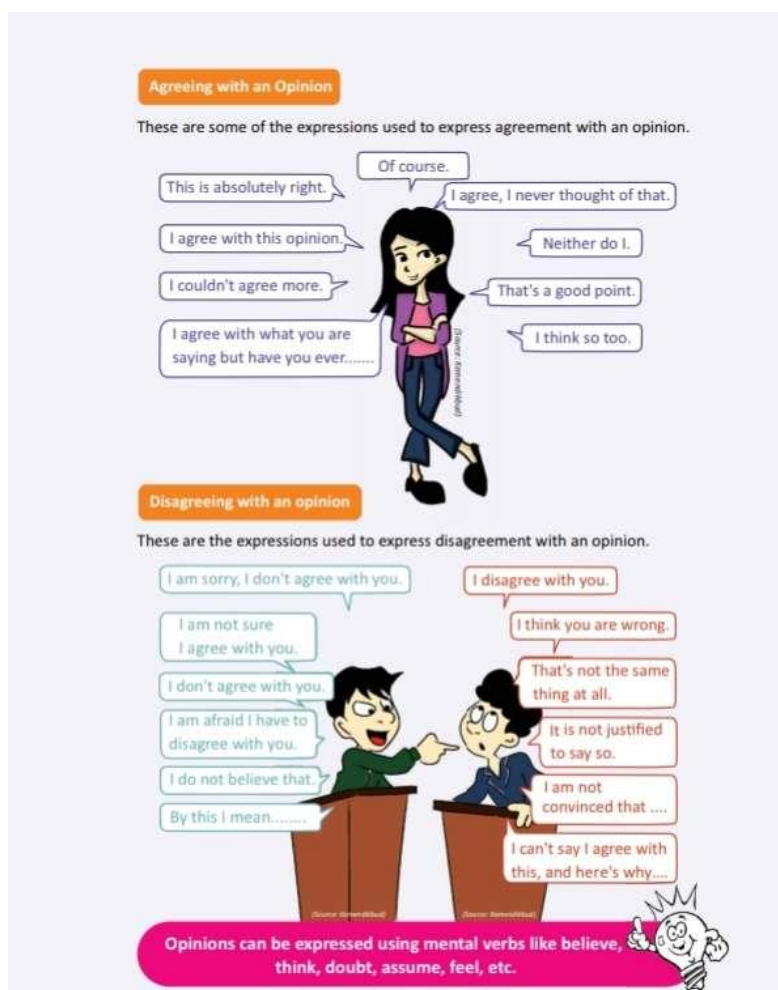
CHAPTER 2: OPINIONS AND THOUGHTS			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language		v
	c. Student asked to find synonym and antonym		v
	d. Student are given the exercise of sentence with missing words	v	
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language		v
	b. The methodology used examples and exercise		v
	c. Memorizing vocabulary everyday		v
	d. Vocabulary taught through picture, demonstration and object		v
	e. Correct pronunciation were emphasized		v
3. Audiolingual Method	a. Language is oral, not written.	v	
	b. Drill are used to teach	v	
	c. Audio-visual aids are used		v
	d. Focus is on pronunciation	v	
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
	b. Music are used		v
	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used		v
	b. Students are divided into several groups		v
	c. The chair arranged circle		v
	d. Teacher make a relationship to the student		v
	e. The exercise is making dialogue		v
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everyday situation		v

Table 2 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 2, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the

textbook. For example in chapter 2 (see table 2) that is discuss about “Opinions&Thoughts”. As the explanation of objective above, the form of objective is the material of the subject.

Picture 4 example of opinions & thoughts coversation



The material gives the example to make the conversation about opinions & thoughts. Speaking skill is the skill that will be learned by student. Student try to make the conversation of opinions and thought to understand the material. Then the teacher give another example of opinion and thought from another source and play it in the speaker. Therefore, in this chapter the aspect of audiolingual method is fulfilled. Students are

listening to the conversation from the speaker. The teacher give the instruction to student to try speak based on the topic, because language is oral. The teacher also stand as the facilitator and drill the vocabulary to the students. This material implements the objective about practicing offers and suggetion to train student's pronunciation. Therefore, materials of objective aspect in this chapter meet the criteria of audiolingualmethod.

**Picture 5** Vocabulary material of opinion and thoughts

**Let's look at the sentence structure to express opinions.**

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.


Table 2.1 Sentence structure to express opinions

**Expressions**

Opinions can be expressed in the ways given below.

**Personal Point of View**

These expressions are used to show personal points of view.



What I mean is ....

In my opinion ....

I think ....

In my humble opinion ....

Personally, I think ....

I would like to point out that ....

In my experience ....

To my mind ....

I strongly believe that ....

By this I mean ....

As far as I am concerned ....

I am compelled to say ....

From my point of view ....

I reckon ....

As I understand ....

As I see it ....

Bahasa Inggris 21

### Picture 6 Exercise of opinion and thoughts



**A. Fill in the blanks using the opinion expressions given in the box below.**

1. I \_\_\_\_\_ with you bullying should be banned.
2. It is all right if you don't agree with me but I have every right to my \_\_\_\_\_.
3. As far as I \_\_\_\_\_, I will not support bullying in my school.
4. I \_\_\_\_\_ that medical care should be free for everyone.
5. Some people \_\_\_\_\_ eating fish and yogurt at the same time causes a severe skin disease.
6. I feel quite \_\_\_\_\_ about this issue.

totally agree, opinion, am concerned, strongly believe, believe that, strongly

**B. Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with:**

- red: if it is an impolite way of disagreeing.
- blue: if it is a polite way of disagreeing.
- green: if it is a polite way of giving an opinion.
- yellow: if it is an impolite way of giving an opinion.

1. I am afraid, I don't agree with you on this matter.

The material is about “vocabulary of opinion and thoughts”. Grammar skill is the skill that will be learned by student. Therefore, in this chapter the aspect of grammar translation method is fulfilled. Students are given vocabularies of opinion and thoughts. The students translated the word into Indonesian to understand the purpose of the material. The teacher help the student understanding the material by explaining with Indonesian language and give an example of each word. The exercise is filling the sentences with missing words. This material implements the objective about knowing the vocabularies of opinion and thoughts to train

student's grammar skill. Therefore, materials analysis from objective aspect in this chapter meet the criteria of grammar translation method.

As the explanation above, the effect of using eclectic approach in chapter 2 "opinions and thoughts" are the use of loud-speaker as the learning tool and the material translated into indonesia to understand the purpose of the material. The material is using audiolingual method and grammar translation method. It can be conclude that the material is using two methods. The material is using eclectic approach because using more than one method.

c. Chapter 3: Party Time

This following table is the recapitulation of the textbook analysis for chapter 3. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.



Table 3 Method Analysis of Chapter 3

CHAPTER 3: PARTY TIME			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		v
	b. Students answer questions in the target language		v
	c. Student asked to find synonym and antonym		v
	d. Student are given the exercise of sentence with missing words		v
	e. Grammatical rules are presented with examples		v
2. Direct Method	a. Students learn always with target language	v	
	b. The methodology used examples and exercise	v	
	c. Memorizing vocabulary everyday	v	
	d. Vocabulary taught through picture, demonstration and object	v	
	e. Correct pronunciation were emphasized	v	
3. Audiolingual Method	a. Language is oral, not written.		v
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	c. Audio-visual aids are used		v
	d. Focus is on pronunciation		v
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
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	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used	v	
	b. Students are divided into several groups	v	
	c. The chair arranged circle		v
	d. Teacher make a relationship to the student	v	
	e. The exercise is making dialogue		v
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everyday situation		v


Table 3 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 3, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample

from each skill (speaking, writing, reading and listening) presented in the textbook. For example in chapter 3 (see table 3) that is discuss with the theme “Party Time”. As the explanation of objective above, the form of objective is the material of the subject.

Picture 7 Example of a formal invitation

Example of a Formal Invitation



*The board of directors  
of the Indonesian Educational foundation  
request the pleasure of  
Mr. and Mrs. Rahmad Riyadi  
at the Charity Dinner on  
Saturday, the Twenty Third Of December  
At the Sultan Hotel Ball Room*

*Proceeds benefit the  
educational fund*

*Rsvp  
Ede  
0812864724678  
ede@anggunmail.com*

*Dress code: Black*

**DID YOU KNOW ?**

Formal invitations are written on cards.  
The text is written in calligraphic style.

The material is about “Example of a formal invitation” in the chapter “Party Time”. Vocabulary and the understanding on the text is learned in this material. Student will learning by using all english in this

part because the text of formal invitation contains english text. Therefore, in this chapter the aspect of direct method is fulfilled. Students are given the example of formal invitation to get the experience understanding and learning new vocabulary. The new vocabulary taught through formal invitation to increase students vocabulary. The teacher help the student understanding the material by explaining with english language and give an example of each word.

**Picture 8 conversation of party time**

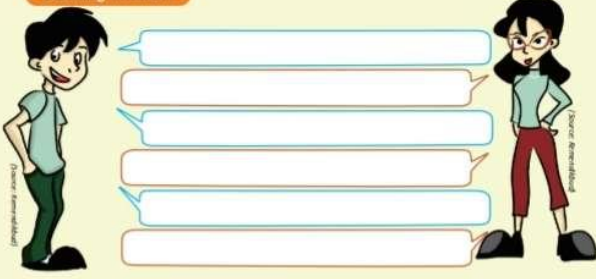
**Invitation to anniversary dinner**

Yanti : Mr. Suharto, my husband and I are celebrating our 3<sup>rd</sup> wedding anniversary. We would like you to join us.  
 Mr. Suharto: Oh, thank you! I would be delighted to. When is it?  
 Yanti : On Sunday at 8 p.m in the Balai Kartini.  
 Mr. Suharto: OK, I will be there.  
 Yanti : Thank you. See you then!  
 Mr. Suharto: My pleasure. See you then!

**Accepting an invitation**



**Declining Invitation**



The material is “conversation of party time”. Speaking skill is the skill that will be learned by student. Therefore, in this chapter the aspect of community language learning is fulfilled. Students are given an example in conversation form of party time and practice it in front of the class. The students divided into several groups in the circle arranged chair to train the dialogue before practice it in front of class. The teacher stand as the facilitator and make a relationship between students. This material implements the objective about practicing offers and suggestion to train student’s speaking skill. Therefore, materials of objective aspect in this chapter meet the criteria of community language learning method.

As the explanation above, the effect of using eclectic approach in chapter 1 “offers and suggestion” are the use of conversation and making study group as the learning method, the teacher stand as the facilitator and the material translated into indonesia to understand the purpose of the material. The material is using community language learning and grammar translation method. It can be conclude that the material is using two methods. The material is using eclectic approach because using more than one method.

As the explanation above, the effect of using eclectic approach in chapter 2 “opinions and thoughts” are the use of loud-speaker as the learning tool and the material translated into indonesia to understand the purpose of the material. The material is using audiolingual method and grammar translation method. It can be conclude that the material is using

two methods. The material is using eclectic approach because using more than one method.

As the explanation above, the effect of using eclectic approach in chapter 3 “party time” are using all English in learning based on textbook material and making study group as the learning method, the teacher stands as the facilitator. The material is using community language learning and direct method. It can be concluded that the material is using two methods. The material is using eclectic approach because using more than one method.

d. Chapter 4: Natural Disasters-An Expositions

This following table is the recapitulation of the textbook analysis for chapter 4. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson

Table 4 Method Analysis of Chapter 4

CHAPTER 4: NATIONAL DISASTER-AN EXPOSITION			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language	v	
	c. Student asked to find synonym and antonym		v
	d. Student are given the exercise of sentence with missing words		v
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language		v
	b. The methodology used examples and exercise		v
	c. Memorizing vocabulary everyday		v
	d. Vocabulary taught through picture, demonstration and object		v
	e. Correct pronunciation were empasized		v
3. Audiolingual Method	a. Language is oral, not written.		v
	b. Drill are used to teach		v
	c. Audio-visual aids are used		v
	d. Focus is on pronunciation		v
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax	v	
	b. Music are used		v
	c. Game are used	v	
	d. The arrangement chair is different from ordinary	v	
	e. The teacher give students motivation to study	v	
5. Community Language Learning	a. Conversation are used		v
	b. Students are divided into several groups		v
	c. The chair arranged circle		v
	d. Teacher make a relationship to the student		v
	e. The exercise is making dialogue		v
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everydays situation		v

Table 4 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 4, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the

textbook. For example in chapter 4 (see table 4) that is discuss with the theme “Natural Disasters-An Expositions”. As the explanation of objective above, the form of objective is the material of the subject.

Picture 9 grammar material of chapter 4

**Language Features of an Exposition Text:**

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using “bad”, **USE** *appalling, unfavorable, ghastly, terrible;*
- Instead of using “good”, **USE** *fantastic, incredible, momentous, remarkable;*
- Instead of using “persuading”, **USE** *convincing, urging, enticing, realistic;*
- Instead of using “persuasive”, **USE** *credible, realistic, rational, sane, coherent.*

**Use the present tense** such as *lions live; I eat; cheetahs run.*

**Use mental verbs** such as *I believe; I prefer; I agree; I doubt; I disagree.*

**Use saying verbs** to support the argument such as *people say; it is said; research indicates, etc.*

**Use connecting words** to link to arguments so that the flow of the arguments is logical and fluent.

Some examples are:

*additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.*

**Use causal conjunctions** to indicate a cause or reason of what is being stated.

For example:

*because, consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.*

**Use words that express the author’s attitude** - to qualify or confirm.

For example:

*will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.*

Picture 10 grammar material of chapter 4

**Use persuasive techniques:**

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

**Example of an exposition text**

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
<b>Introduction (Thesis statement)</b>	Motorbikes are a nuisance and a cause for great distress. <b>Even though</b> motorbikes are considered as the most convenient form of transportation, I <b>think</b> they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of <b>unreasonable</b> amount of noise, air pollution, diseases, and accidents.	<b>Mental verbs</b> I think I believe
<b>Argument 1 + elaboration</b>	<b>First of all</b> , I would like to point out that motorbikes are a major contributor to the pollution in the world. <b>Research</b> has shown that motorbikes <b>emit</b> a deadly gas that is dangerous for the environment. <b>Consequently</b> , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	<b>Conjunctive relations</b> First of all Secondly <b>Causal conjunctions</b> Consequently
<b>Argument 2 + elaboration</b>	<b>Secondly</b> , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	<b>Generic reference</b> Accidents

The material is about “grammar of natural disasters-an expositions”. Grammar skill is the skill that will be learned by student. Therefore, in this chapter the aspect of grammar translation method is fulfilled. Students are given grammar of exposition text. The students translated the word into Indonesian to understand the purpose of the material. The teacher help the student understanding the material by explaining with Indonesian language and give an example of each word.



This material implements the objective about knowing language aspect of exposition text to train student's grammar skill. Therefore, materials analysis from objective aspect in this chapter meet the criteria of grammar translation method.

Suggestopedia is the second method that used in this chapter. The teacher can use the game after difficult material of grammar to make student relax for a while then the teacher can continue with the next material. The arrangement of chair can be set different from ordinary so the learning can be feel with better atmosphere. Students are given a motivation from the teacher for more spirit of learning in the class. The teacher must make student more excited following the material and feel relax while learning.

As the explanation above, the effect of using eclectic approach in chapter 4 "natural disasters-an expositions" are the material translated into indonesia to understand the purpose of the material and the use of game after difficult material to make student relax. The material is using grammar translation method and suggestopedia. It can be conclude that the material is using two methods. The material is using eclectic approach because using more than one method.

e. Chapter 5: Letter Writing

This following table is the recapitulation of the textbook analysis for chapter 5. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The

descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.

**Table 5 Method Analysis of Chapter 5**

CHAPTER 5: LETTER WRITING			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language		v
	c. Student asked to find synonym and antonym		v
	d. Student are given the exercise of sentence with missing words		v
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language	v	
	b. The methodology used examples and exercise	v	
	c. Memorizing vocabulary everyday	v	
	d. Vocabulary taught through picture, demonstration and object	v	
	e. Correct pronunciation were emphasized	v	
3. Audiolingual Method	a. Language is oral, not written.		v
	b. Drill are used to teach		v
	c. Audio-visual aids are used		v
	d. Focus is on pronunciation		v
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
	b. Music are used		v
	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used		v
	b. Students are divided into several groups		v
	c. The chair arranged circle		v
	d. Teacher make a relationship to the student		v
	e. The exercise is making dialogue		v
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everyday situation		v

Table 5 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 5, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the textbook. For example in chapter 5 (see table 5) that is discuss with the theme “Letter Writing”. As the explanation of objective above, the form of objective is the material of the subject.

**Picture 11 Example of Letter Writing**

A

Pre-Activity

**Read the letter given below.**

12<sup>th</sup> January 2014  
My Dear Lovely Siti,  
Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love  
XOXO  
Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur

Discuss with your partner, what kind of letter is this and how can you say that.

The material is about “Example of an letter writing” in the chapter. Vocabulary and the understanding on the text is learned in this material. Student will learning by using all english in this part because the text of informal letter contains english text. Therefore, in this chapter the aspect of direct method is fulfilled. Students are given the example of letter writing to get the experience understanding and learning new vocabulary. The new vocabulary taught through letter writing to increase students vocabulary. The teacher help the student understanding the material by explaining with english language and give an example of each word.

Picture 12 Expression of letter writing

**Some useful expressions for letter writing**

**Gratitude**

- I'm just writing to thank you for ....
- It was very kind of you to ....
- Thanks very much for ....
- I am very grateful for ....

**Giving advice**

- Well, I thought about it and if I were you, I would ....
- Have you thought about ....?
- In your last letter you said you weren't sure what course of action to take, I suggest ....
- I think you shouldn't ....
- In your last letter you asked me about ...., I think ....

**Delivering good news**

- I'm sure you will be happy to hear that ....
- I am sure that you'll be interested to know that ....
- By the way, did you know that ....?
- OMG!! You'll never guess what happened!
- I am totally ecstatic to hear about ....
- I was happy beyond limits to read that ....

**Delivering bad news**

- I'm sorry but I have to tell you that ....
- Bad news, I'm afraid, but no way to avoid it, so here it goes ....
- I'm extremely sorry to hear that ....
- It was heart wrenching to read about ....

**Asking for help**

- I wonder if you could help me.
- I hope it's not too much to ask but ....
- I wonder if I could ask you a favor. Could you ....?

**Apologizing**

- I would like to apologize for ....
- I'm so sorry that ....
- Words are not enough to erase the pain I have given you but I want to say how sorry I am ....

The material is about “expression of letterwriting”. The students translated the word into Indonesian to understand the purpose of the material. The teacher help the student understanding the material by explaining with Indonesian language. This material implements the objective about knowing expression of letter writing. Therefore, materials

analysis from objective aspect in this chapter meet the criteria of grammar translation method

As the explanation above, the effect of using eclectic approach in chapter 5 “letter writing” are the use of english for explaining the material and give an example of each word. The material also translated into indonesia to understand the purpose of the material. The material is using grammar translation method and direct method. It can be conclude that the material is using two methods. The material is using eclectic approach because using more than one method.

f. Chapter 6: Cause and Effect

This following table is the recapitulation of the textbook analysis for chapter 6. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.

**Table 6 Method Analysis of Chapter 6**

CHAPTER 6: CAUSE & EFFECT			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language	v	
	c. Student asked to find synonym and antonym		v
	d. Student are given the excercise of sentence with missing words	v	
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language		v
	b. The methodology used examples and excercise		v
	c. Memorizing vocabulary everyday		v
	d. Vocabulary taught through picture, demonstration and object		v
	e. Correct pronunciation were empasized		v
3. Audiolingual Method	a. Language is oral, not written.		v
	b. Drill are used to teach		v
	c. Audio-visual aids are used		v
	d. Focus is on pronunciation		v
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
	b. Music are used		v
	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used	v	
	b. Students are divided into several groups	v	
	c. The chair arranged circle		v
	d. Teacher make a relationship to the student	v	
	e. The excercise is making dialogue	v	
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everydays situation		v

Table 6 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 6, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the textbook. For example in chapter 6 (see table 6) that is discuss with the

theme “Cause and Effect”. As the explanation of objective above, the form of objective is the material of the subject

**Picture 13 Conversation of cause and effect**

**A Pre-Activity**

With a partner, read the conversation given below.

Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in Science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Jane: Really? It sounds scary.

Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane: You are right. We have to do it.

**Discuss with your partner**

What do you think is happening in the above conversation?  
Do you think smoking is dangerous?  
Do you think it should be banned?

The material is “conversation of cause and effect”. Speaking skill is the skill that will be learned by student. Therefore, in this chapter the aspect of community language learning is fulfilled. Students are given an example in conversation form of cause and effect and practice it in front of the class. The students divided into several groups in the circle arranged chair to train the dialogue before practice it in front of class. The teacher



stand as the facilitator and make a relationship between students. This material implements the objective about practicing cause and effects conversation to train student's speaking skill. Therefore, materials of objective aspect in this chapter meet the criteria of community language learning method.

**Picture 14 Expression of cause and effect**



Picture 15 Example of cause and effect

Some examples of **Cause and Effect** relationships

Sentence	Cause & Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes.
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

Let's take a look at the sentence structure of cause and effect.

a. **Due to, because of, owing to** and **thanks to** are followed by a noun.

Due to	+ Noun
Because of	
Owing to	
Thanks to	

b. **Because, since, as, for** are followed by a verb.

Because	Subject + verb
Since	
As	
For	
As a result of	

Examples:

- Owing to her hard work and intelligence, we won the trophy.
- Thanks to Siti and John's effective planning, the event went well.
- Because of his hard work, he managed to get the best student award.
- I have a stomachache because I ate too much food.
- There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

The material is about “example and expression of cause and effect”. Grammar skill is the skill that will be learned by student. Therefore, in this chapter the aspect of grammar translation method is fulfilled. Students are given vocabularies of cause and effect. The students translated the word into Indonesian to understand the purpose of the material. The teacher help the student understanding the material by explaining with Indonesian language and give an example of each word.

The exercise is filling the sentences with missing words. This material implements the objective about knowing the vocabularies of cause and effect to train student's grammar skill. Therefore, materials analysis from objective aspect in this chapter meet the criteria of grammar translation method.

As the explanation above, the effect of using eclectic approach in chapter 6 "cause and effect" are the material translated into Indonesia to understand the purpose of the material and making study group as the learning method, the teacher stands as the facilitator. The material is using community language learning and grammar translation method. It can be concluded that the material is using two methods. The material is using eclectic approach because using more than one method

g. Chapter 7: Meaning Through Music

This following table is the recapitulation of the textbook analysis for chapter 7. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.

Table 7 Method Analysis of Chapter 7

CHAPTER 7: MEANING THROUGH MUSIC			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language		v
	c. Student asked to find synonym and antonym		v
	d. Student are given the exercise of sentence with missing words	v	
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language		v
	b. The methodology used examples and exercise		v
	c. Memorizing vocabulary everyday		v
	d. Vocabulary taught through picture, demonstration and object		v
	e. Correct pronunciation were emphasized		v
3. Audiolingual Method	a. Language is oral, not written.		v
	b. Drill are used to teach	v	
	c. Audio-visual aids are used	v	
	d. Focus is on pronunciation	v	
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
	b. Music are used		v
	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used		v
	b. Students are divided into several groups		v
	c. The chair arranged circle		v
	d. Teacher make a relationship to the student		v
	e. The exercise is making dialogue		v
6. Total Physical Response	a. The speech translated into actions	v	
	b. The role of teacher is central	v	
	c. The learner is listener and performer	v	
	d. Teacher drill commands in target language	v	
	e. Teacher make a role plays in everyday situation	v	

Table 7 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 7, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the textbook. For example in chapter 7 (see table 7) that is discuss with the

theme “Meaning Through Music”. As the explanation of objective above, the form of objective is the material of the subject.

Picture 16 Example of song to learn



**A** Pre-Activity

With a partner, study the lyrics of the following songs. Then, discuss the questions.

**“Stand By Me”** by Ben E King

When the night has come  
And the land is dark  
And the moon is the only light we'll see  
No I won't be afraid  
Oh, I won't be afraid  
Just as long as you stand, stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand, stand by me  
Stand by me

If the sky that we look upon  
Should tumble and fall  
All the mountains should crumble to the sea  
I won't cry, I won't cry  
No, I won't shed a tear  
Just as long as you stand, stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand, stand by me  
Stand by me

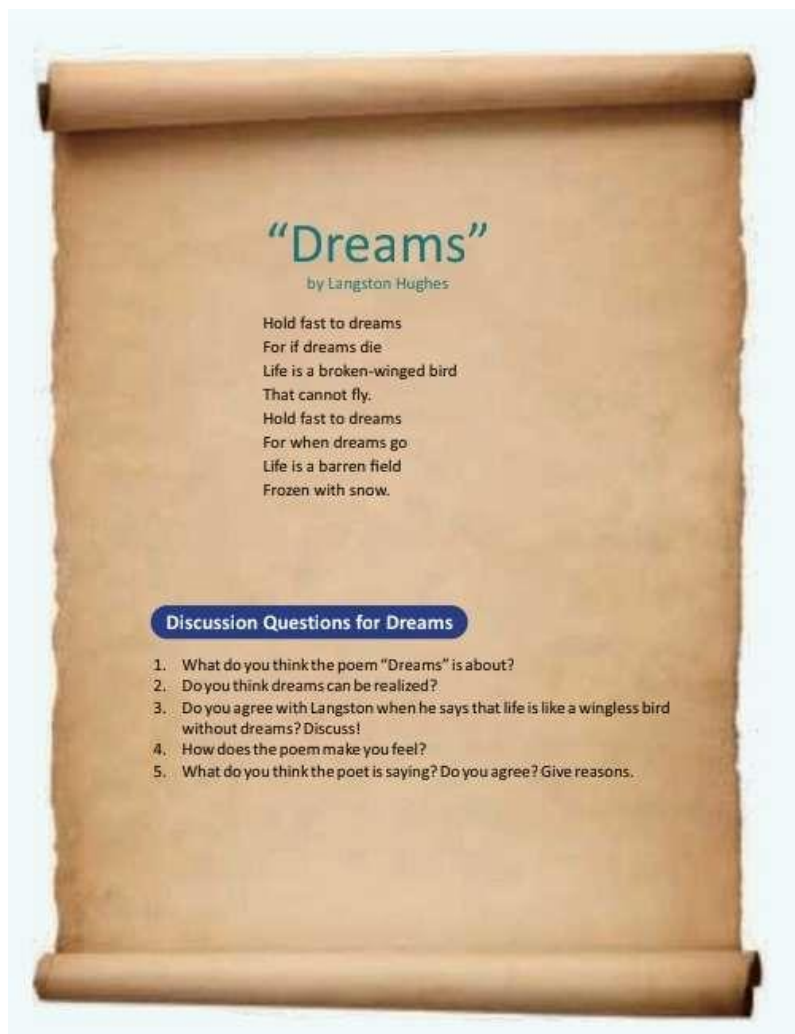
So darling, darling  
Stand by me, oh stand by me  
Oh stand now, stand by me, stand by me  
Whenever you're in trouble won't you stand by me  
Oh stand by me, oh won't you stand now, stand  
Stand by me  
Stand by me

The material gives the example of the song. Speaking and listening skill is the skill that will be learned by student. Student try to make the sing and pronounce the word to practice english language. Then the teacher play the song to the speaker to make students listening. Therefore, in this chapter the aspect of audiolingual method is fulfilled. Students are

listening to the song from the speaker. The teacher give the instruction to student to try sing and speak based on the song, because language is oral. The teacher also stand as the facilitator and drill the vocabulary to the students. Therefore, materials of objective aspect in this chapter meet the criteria of audiolingualmethod.

Besides of that grammar skill is the skill that will be learned by student. The teacher explain the part of speech of each word to train students grammar. Therefore, in this chapter the aspect of grammar translation method is fulfilled. Students are given vocabulariesfrom the song.The students translated the word into indonesian to understand the purpose of the song. The teacher help the student understanding the material by explaining with indonesian language and give an example of each word. The excercise is filling the sentences with missing words. This material implements the objective about knowing the voabularies of the song to train student's grammar skill. Therefore, materials analysis from objective aspect in this chapter meet the criteria of grammar translation method

Picture 17 Example of poem to learn



The material is “example of poem”. Reading skill is the skill that will be learned by student. Teacher train the student to read the poem using action or gestures. The instruction is given with english language to make student accustomed obey english instruction. In this part, every speeches and instructions will be translated into the action. Therefore, in this chapter the aspect of total physical response is fulfilled. Students are listen an example how to reading a poem correctly from the teacher and practice itin

front of the class. The role of teacher is central and make a role play in everyday situations.

As the explanation above, the effect of using eclectic approach in chapter 7 “meaning through music” are the material translated into indonesia to understand the purpose of the material, the use of loud-speaker as the learning tool, and every speeches and instructions will be translated into the action. The material is using audioligual method, grammar translation method and total physical response method. It can be conclude that the material is using three methods. The material is using eclectic approach because using more than one method

h. Chapter 8: Explain this!

This following table is the recapitulation of the textbook analysis for chapter 8. Here are characteristics table of each method used to analyze eclectic approach in a book to make the recapitulation easier. The descriptions for this criterion are: the characteristic is clearly stated and the characteristic of the method is closely related to the lesson.



Table 8 Method Analysis of Chapter 8

CHAPTER 8: EXPLAIN THIS!			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian	v	
	b. Students answer questions in the target language	v	
	c. Student asked to find synonym and antonym	v	
	d. Student are given the excercise of sentence with missing words		v
	e. Grammatical rules are presented with examples	v	
2. Direct Method	a. Students learn always with target language	v	
	b. The methodology used examples and excercise	v	
	c. Memorizing vocabulary everyday	v	
	d. Vocabulary taught through picture, demonstration and object	v	
	e. Correct pronunciation were empasized	v	
3. Audiolingual Method	a. Language is oral, not written.		v
	b. Drill are used to teach		v
	c. Audio-visual aids are used		v
	d. Focus is on pronunciation		v
	e. Grammatical explanation are minimum		v
4. Suggestopedia	a. Student are helped to relax		v
	b. Music are used		v
	c. Game are used		v
	d. The arrangement chair is different from ordinary		v
	e. The teacher give students motivation to study		v
5. Community Language Learning	a. Conversation are used		v
	b. Students are divided into several groups	v	
	c. The chair arranged circle	v	
	d. Teacher make a relationship to the student		v
	e. The excercise is making dialogue		v
6. Total Physical Response	a. The speech translated into actions		v
	b. The role of teacher is central		v
	c. The learner is listener and performer		v
	d. Teacher drill commands in target language		v
	e. Teacher make a role plays in everyday situation		v

Table 8 shows observations checklist concerning first criteria that is about objectives of the lesson. From table 8, it can be seen that the entire objectives in the textbook English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia meet the characteristic of methods. The result shows that objectives of the lesson meet the some characteristics of method which fulfilled the use of eclectic approach.

The material fulfilled criteria to be categorized as an objective clarified the characteristic of method. Example provided below is a sample from each skill (speaking, writing, reading and listening) presented in the textbook. For example in chapter 8 (see table 8) that is discuss with the

theme “Explain this!”. As the explanation of objective above, the form of objective is the material of the subject.

Picture 168 Example of exposition text

**A** Pre-Activity


Read the text given below.

**Earthquakes**

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*, 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.



Earthquakes are dreaded by everyone.

Figure 8.1 Earthquake disaster

The material is about “Example of an explanation text” in the chapter. Vocabulary and the understanding on the text is learned in this material. Student will learning by using all english in this part because the text of informal letter contains english text. Therefore, in this chapter the aspect of direct method is fulfilled. Students are given the example of explanation text to get the experience understanding and learning new vocabulary. The new vocabulary taught through explanation text to increase students vocabulary. The teacher help the student understanding

the material by explaining with english language and give an example of each word.

### Example

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

### Forming Passive Voice

Tense	Be +Past Participle	Example
Present Simple	am, is, are+ made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired.	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.2 Formating of passive voice

The material is about “active and pasive voice”. Grammar skill is the skill that will be learned by student. Therefore, in this chapter the aspect of grammar translation method is fulfilled. Students are given grammar of active and pasive voice. The students translated the word into indonesian to understand the purpose of the material. The teacher help the student understanding the material by explaining with indonesian language

and give an example of each word. This material implements the objective about knowing language aspect of active and passive voice to train student's grammar skill. Therefore, materials analysis from objective aspect in this chapter meet the criteria of grammar translation method.



The image shows a classroom activity titled "Active Conversation" with a red header and a yellow letter 'D' in a circle. Below the title, there are three topics listed: "Formation of rainbows", "Life cycle of any animal", and "How tsunamis are formed". The instructions state: "Choose one of the topics given below. Do research on any one of the above given topics and explain to a friend or present it in class. Use the explanation text format." A large, light blue rectangular area with a torn-edge effect is provided for students to write their explanation.

The material is “conversation based on the topics provided”. Speaking skill is the skill that will be learned by student. Therefore, in this chapter the aspect of community language learning is fulfilled. Students are given an example in conversation and practice it in front of the class.

The students divided into several groups in the circle arranged chair to train the dialogue before practice it in front of class. The teacher stand as the facilitator and make a relationship between students. This material implements the objective about practicing conversation to train student's speaking skill. Therefore, materials of objective aspect in this chapter meet the criteria of community language learning method.

As the explanation above, the effect of using eclectic approach in chapter 8 "explain this" are the material translated into indonesia to understand the purpose of the material, making study group as the learning method, the teacher stands as the facilitator, and the use of english for explaining the material. The material is using community language learning, grammar translation method and total direct method. It can be conclude that the material is using three methods. The material is using eclectic approach because using more than one method

## 2. The benefit of using eclectic approach

The result of this research indicate that the researcher found the benefit of eclectic approach. In this part, the benefit of eclectic approach will be explained chapter by chapter because every chapter contains different material and different method to use.

### a. Chapter 1: Offers and Suggestion

In this chapter, eclectic approach help the teacher delivering the material more interesting because the student have the opportunity to share the material between their friend instead of listening the explanation from

teacher till the end of class. The student also can understand the material easier because the material translated into indonesia. The teacher can translate the explanation to make delivering material easier.

b. Chapter 2: Opinions and Thoughts

In this chapter, eclectic approach help the teacher to be more confident in delivering material because of using the audiolingual tool that makes student interested with the variant method in learning. The teacher also can deliver the material faster because of the material translated into indonesia. The teacher can translate the explanation to make student understand easier.

c. Chapter 3: Party Time

In this chapter, eclectic approach help the teacher liven up the situation of bilingual area by explaining the lesson by using all english. So the student will feel the experience of listening and speaking in the class. The teacher also can delivering the material more interesting because the student have the opportunity to share the material between their friend instead of listening the explanation from teacher till the end of class.

d. Chapter 4: National Disaster-An Exposition

In this chapter, eclectic approach help the student more relax in learning english because of the use of game after difficult material. So the student can take a rest for a while before facing the next material from the teacher. The teacher also can deliver the material faster because of the material translated into indonesia.

e. Chapter 5: Letter Writing

In this chapter, eclectic approach help the teacher liven up the situation of bilingual area by explaining the lesson by using all english. So the student will feel the experience of listening and speaking in the class. The teacher also can deliver the material easier by translating difficult word into indonesia. The teacher can translate the explanation to make student understand easier.

f. Chapter 6: Letter Writing

In this chapter, eclectic approach help the teacher can delivering the material more interesting because the student have the opportunity to share the material between their friend instead of listening the explanation from teacher till the end of class. The teacher also can deliver the material easier by translating difficult word into indonesia. The teacher can translate the explanation to make student understand easier.

g. Chapter 7: Meaning Through Music

In this chapter, eclectic approach help the teacher to be more confident in delivering material because of using the audiolingual tool that makes student interested with the variant method in learning. The teacher also can deliver the material faster because of the material translated into indonesia. The teacher can translate the explanation to make student understand easier. The teacher also can varied the method of teaching by translated speches and instructions into the action and using body movement more.

#### h. Chapter 8: Explain This!

In this chapter, eclectic approach help the teacher liven up the situation of bilingual area by explaining the lesson by using all english. So the student will feel the experience of listening and speaking in the class. The teacher also can deliver the material easier by translating difficult word into indonesia. The teacher can translate the explanation to make student understand easier. The teacher also can delivering the material more interesting because the student have the opportunity to share the material between their friend instead of listening the explanation from teacher till the end of class.

#### **B. Discussion**

In this part, the researcher discuss the result of research which included the effect of using eclectic approach, there are:

1. The use of conversation and making study group, the teacher stand as the facilitator
2. The material translated into indonesia to understand the purpose of the material.
3. The use of loud-speaker as the learning tool
4. The use of all english in learning base on text book material
5. The use of game after difficult material to make student relax.
6. The use of instructions, action and body movement in learning.

And there are some benefits by using eclectic approach in english textbook for elevent grade of the senior highschool of Indonesia:



1. Help the teacher delivering the material more interesting
2. Help the teacher make more variation in teaching
3. Help the teacher to be more confident in delivering material
4. Help the teacher liven up the situation of bilingual area
5. Help the student can understand the material easier
6. Help the student more relax in learning english

The result of this research indicate that English textbook used by 11th grade of senior highschool published by the ministry of education and culture of the Republic of Indonesia used eclectic approach because the material use more than one method and proven have some good effects and benefits. The book is focus in english skill such as: speaking, listening, writing and reading. The method choosen in order to use in teaching and learning is relate to the material and the teacher decision.

## **CHAPTER IV**

### **CONCLUSION**

#### **A. Conclusion**

The analysis of materials in “English textbook used by 11th grade of senior high school published by the ministry of education and culture of the Republic of Indonesia” find some effect of using eclectic approach in English textbook for the eleventh grade of the senior high school of Indonesia. The use of eclectic approach gives the influence for teachers to use conversation, making study groups, role-play, game and body movement in the right occasion and arrangement while delivering the material. The benefit of using eclectic approach is to help the teacher deliver the material more interesting, make more variation in teaching, make more confident in delivering material, and liven up the situation of bilingual area. The benefit of eclectic approach also helps students understand the material easier and more relaxed in learning English. The used eclectic approach has some good benefits and effects in teaching and learning English.

#### **B. Suggestion**

##### **1. Suggestion for the teacher**

Teachers can choose the most appropriate methods in the teaching and learning process. Teachers can apply the results of this study on teaching and learning activities, and can increase knowledge in choosing the appropriate methods.

**2. Suggestion for the student**

Provide information to the eleventh grade students on the content and material of 11th grade of senior highschool english textbook published by the ministry of education and culture of the Republic of Indonesia.

**3. Suggestion for other researcher**

Analysis of textbooks can be an alternative in determining research, this research can also be developed on the scope of research and other specific expertise.

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## APPENDIX

### A. Documents for Munaqosyah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-3069/In.28.1/J/TL.00/11/2020 Metro, 24 November 2020  
Lampiran : -  
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Ahmadulloh Al-Adibi  
NPM : 1601070062  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : TBI  
Judul : An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*

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	11/12/2020	✓	Acc APP	

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		I	II		
	2 Jun 2021			Revisi Bab 4	
	4 Jun 2021			Revisi Bab 4 3 5	
	9 Jun 2021			ACC Bab 4 3 5	

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		I	II		
	25 Mei 2021 Rabu, 9 Juni 2021		✓ ✓	Revisi Bab 4 Revisi Bab 4	
	Rabu, 23 Juni 2021		✓	Revisi All of table. elaborate more the result of your research. Acc ch. IV	

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 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris

No	Komponen dan Kode Mata Kuliah	Mata Kuliah	SKS	Nilai			Ket
				Huruf	Angka	Jumlah	
1	PBI.2.01.1	Critical Reading	2	A	4,00	8,00	
2	PBI.2.02.2	Extensive Reading: Islamic Text	2	A	4,00	8,00	
3	PBI.2.03.3	Extensive Reading: Scientific Text	2	B	3,00	6,00	
4	PBI.2.04.4	Extensive Reading: Journal	2	A	4,00	8,00	
5	PBI.2.05.1	Speaking for Infomal Interactions	2	A	4,00	8,00	
6	PBI.2.06.2	Speaking for Formal Interactions	2	A	4,00	8,00	
7	PBI.2.07.3	Speaking for Islamic Speech	2	A	4,00	8,00	
8	PBI.2.08.4	Speaking for Academic Purpose	2	A	4,00	8,00	
9	PBI.2.09.1	Literal Listening	2	A	4,00	8,00	
10	PBI.2.10.2	Interpretive Listening	2	A	4,00	8,00	
11	PBI.2.11.3	Listening for TOEFL 1	2	A	4,00	8,00	
12	PBI.2.12.4	Listening for TOEFL 2	2	A	4,00	8,00	
13	PBI.2.13.1	Pharagraph Writing	2	B	3,00	6,00	
14	PBI.2.14.2	Essay Writing	2	B	3,00	6,00	
15	PBI.2.15.3	Argumentative Writing	2	A	4,00	8,00	
16	PBI.2.16.4	Writing for Academic Purpose	2	B	3,00	6,00	
17	PBI.2.17.1	Basic Structure and Grammar	2	A	4,00	8,00	
18	PBI.2.18.2	Complex Structure and Grammar	2	A	4,00	8,00	
19	PBI.2.19.3	Structure and Grammar for TOEFL 1	2	B	3,00	6,00	
20	PBI.2.20.4	Structure and Grammar for TOEFL 2	2	A	4,00	8,00	
21	PBI.2.21.1	English-Indonesia Translation	2	A	4,00	8,00	
22	PBI.2.22.2	Indonesia-English Translation	2	A	4,00	8,00	
23	PBI.2.23.0	English Phonology	2	B	3,00	6,00	
24	PBI.2.24.0	English Morphology	2	A	4,00	8,00	
25	PBI.2.25.0	English Syntax	2	B	3,00	6,00	
26	PBI.2.26.0	English Semantics	2	B	3,00	6,00	
27	PBI.2.27.0	Sociolinguistics	2	A	4,00	8,00	
28	PBI.2.28.0	Psycholinguistics	2	B	3,00	6,00	
29	PBI.2.29.3	Statistics for Linguistics	2	A	4,00	8,00	
30	PBI.2.30.0	Discourse Analysis	2	C	2,00	4,00	
31	PBI.2.30.1	TEFL1	2	B	3,00	6,00	
32	PBI.2.32.2	TEFL 2	2	C	2,00	4,00	
33	PBI.2.33.3	Seminar on TEFL	2	A	4,00	8,00	



No	Komponen dan Kode Mata Kuliah	Mata Kuliah	SKS	Nilai			Ket
				Huruf	Angka	Jumlah	
34	PBI.2.34.0	Cross Cultural Understanding	2	A	4,00	8,00	
35	PBI.2.35.0	English For Academic Purpose	2	A	4,00	8,00	
36	PBI.2.36.0	English for Young Learners	2	A	4,00	8,00	
37	PBI.4.01.0	English for Business	2	A	4,00	8,00	
38	PBI.4.02.0	Course Management	2	A	4,00	8,00	
39	STA.1.01.0	Pancasila	2	B	3,00	6,00	
40	STA.1.02.0	Kewarganegaraan	2	A	4,00	8,00	
41	STA.1.03.0	Bahasa Indonesia	2	A	4,00	8,00	
42	STA.1.04.0	Baca Tulis Al-Qur'an	3	A	4,00	12,00	
43	STA.1.05.0	Metodologi Studi Islam	3	B	3,00	9,00	
44	STA.1.06.0	Filsafat Umum	2	B	3,00	6,00	
45	STA.1.07.0	IAD/ISBD	3	B	3,00	9,00	
46	STA.1.08.0	Teknologi Informasi dan Komunikasi (TIK)	2	C	2,00	4,00	
47	STA.1.09.0	Kuliah Kerja Nyata (KKN)	4	A	4,00	16,00	
48	STA.1.10.0	Skripsi	6	A	4,00	24,00	
49	TAR.1.09.1	Statistik Dasar	2	A	4,00	8,00	
50	TAR.1.13.0	Bahasa Arab	2	A	4,00	8,00	
51	TAR.1.14.0	Akhlaq Tasawuf	2	A	4,00	8,00	
52	TAR.1.16.0	Fiqh Ibadah	2	A	4,00	8,00	
53	TAR.1.18.0	Tauhid dan Ilmu Kalam	2	B	3,00	6,00	
54	TAR.2.01.0	Ilmu Pendidikan Umum	3	A	4,00	12,00	
55	TAR.2.02.0	Evaluasi Pembelajaran	3	A	4,00	12,00	
56	TAR.2.03.0	Media Pembelajaran	2	A	4,00	8,00	
57	TAR.2.04.0	Pengembangan Kurikulum	2	B	3,00	6,00	
58	TAR.2.05.0	Strategi Pembelajaran	2	B	3,00	6,00	
59	TAR.2.06.0	Perencanaan Pembelajaran	3	A	4,00	12,00	
60	TAR.2.07.0	Psikologi Pendidikan	2	A	4,00	8,00	
61	TAR.2.08.0	Administrasi Pendidikan	2	B	3,00	6,00	
62	TAR.2.10.2	Metodologi Penelitian Pendidikan	3	A	4,00	12,00	
63	TAR.2.11.1	Praktek Profesi Lapangan (PPL) 1	2	A	4,00	8,00	
64	TAR.2.12.2	Praktek Profesi Lapangan (PPL) 2	4	A	4,00	16,00	
65	TAR.3.17.0	Kewirausahaan/Entrepreneurship	2	A	4,00	8,00	
66	TAR.4.05.0	Perpustakaan	2	B	3,00	6,00	
<b>JUMLAH</b>			<b>147</b>			<b>536,00</b>	

JUMLAH NILAI = 536,00  
 SKS TOTAL = 147  
 INDEKS PRESTASI = 3,65  
 ( Tiga Koma Enam Lima )  
 PREDIKAT = Pujian

DIKELUARKAN DI : METRO  
 PADA TANGGAL : 27 Juli 2021

Kasubag Akademik, Kemhs. & Alumni,



S. Efendi, M.Pd.I  
 NIP 198412012009121002

# An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia

by Ahmadulloh Al-adibi Ash-sholihi 1601070062

**Submission date:** 14-Jun-2021 10:37AM (UTC+0700)

**Submission ID:** 1606013496

**File name:** Ahmadulloh\_Al\_Adibi\_1601070062.docx (5.95M)

**Word count:** 15084

**Character count:** 81871



**Undergraduated Thesis**

**An Analysis of Eclectic Approach on English Textbook for The  
Eleventh Grade of The Senior Highschool of Indonesia**



By:  
**AHMATULLOH AL-ADIBI ASH-SHOLIH**  
Student Number: 1601070062

TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021M

## An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia

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*B*



**NILAI UJIAN KOMPREHENSIF**  
**JURUSAN TADRIS BAHASA INGGRIS**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**  
**TAHUN AKADEMIK 2019/2020**



40	Salwa Failasifa Azzahra	1601070048	TBI	95,00	70,00	83,75	82,92
41	Sefriza Anni	1601070050	TBI	85,00	65,00	83,75	77,92
42	Sella Rathellia	1601070051	TBI	77,50	67,50	84,25	76,42
43	Tri Wahyuni	1601070052	TBI	95,00	80,00	81,00	85,33
44	Vela Setana	1601070053	TBI	90,00	70,00	81,50	80,50
45	Vini Ayu Sugesti	1601070054	TBI	92,50	70,00	82,25	81,58
46	Vinna Naralita	1601070055	TBI	85,00	80,00	85,25	83,42
47	Vivi Anjari	1601070056	TBI	92,50	67,50	82,00	80,67
48	Vivi Ulya Putri	1601070057	TBI	90,00	85,00	80,75	85,25
49	Windyana Prestiwanti	1601070059	TBI	85,00	67,50	80,75	77,75
50	Ahmadullah Al Adibi	1601070062	TBI	90,00	100,00	82,00	90,67
51	Alfitriyanita	1601070063	TBI	90,00	90,00	82,25	87,42
52	Anggraini Silvia Putri	1601070065	TBI	97,50	76,50	82,75	85,58
53	Anis Ariska	1601070066	TBI	87,50	90,00	80,00	85,83
54	Arif Trianto	1601070067	TBI	87,50	90,00	83,00	86,83
55	Astuti	1601070069	TBI	92,50	80,00	82,00	84,83
56	Ayu Permata Sari	1601070071	TBI	82,50	100,00	81,00	87,83
57	Danti Rahmawati	1601070072	TBI	85,00	65,00	81,25	77,08
58	Dayu Fimansyah	1601070073	TBI	85,00	72,50	81,75	79,75
59	Debi Khotia Hartini	1601070074	TBI	90,00	62,50	81,50	78,00
60	Della Berliani Riantamo	1601070076	TBI	59,00	55,00	82,75	65,58
61	Devi Damayanti	1601070077	TBI	59,00	70,00	81,00	70,00
62	Dinda Putri Maharani	1601070079	TBI	75,50	70,00	82,25	75,92
63	Dwi Yuliyanti	1601070080	TBI	56,50	70,00	81,00	69,17
64	Eduan Lesmana	1601070081	TBI	69,00	80,00	81,50	76,83
65	Eli Ismayanti	1601070082	TBI	64,00	70,00	80,75	71,58
66	Erik Elivia	1601070083	TBI	54,00	70,00	81,00	68,33
67	Esa Agefya Rista	1601070084	TBI	60,00	85,00	82,00	75,67
68	Eva Nurul Fadilah	1601070086	TBI	65,50	90,00	82,00	79,17
69	Fian Harsada	1601070088	TBI	54,00	90,00	81,25	75,08
70	Gatot Munandar	1601070089	TBI	60,00	90,00	81,50	77,17
71	Gunarsah	1601070090	TBI	77,50	90,00	80,50	82,67
72	Habib Mustofa	1601070091	TBI	80,00	90,00	82,00	84,00
73	Halimatul Syakdiyah	1601070092	TBI	60,00	90,00	81,50	77,17
74	Havi Dita Hilmi	1601070093	TBI	62,00	90,00	81,75	77,92
75	Iman Prakoso	1601070095	TBI	74,00	90,00	80,75	81,58
76	Indah Meylisa	1601070097	TBI	67,00	90,00	82,00	79,67
77	Isna Kaeviatul Maisah	1601070097	TBI	70,50	90,00	82,00	80,83
78	Jab Alma Jaya	1601070098	TBI	54,50	90,00	82,25	75,58
79	Khoiriah Al'Amini	1601070099	TBI	77,00	90,00	82,00	83,00
80	Laila Nurmalasari	1601070100	TBI	71,50	90,00	81,75	81,08
81	Lailatul Khasanah	1601070101	TBI	68,50	85,00	81,00	78,17
82	Lanjar Sari	1601070103	TBI	84,00	90,00	80,50	84,83
83	Lina Yunita Sari	1601070104	TBI	71,50	90,00	80,50	80,67
84	Luthfi Roqiqoh	1601070106	TBI	63,50	90,00	82,25	78,58
85	Mediana Sinta Fauriyah	1601070108	TBI	64,00	90,00	75,00	76,33
86	Mila Ardiana	1601070111	TBI	66,50	90,00	82,25	79,58
87	Okta Apriani	1601070114	TBI	60,50	90,00	75,00	75,17
88	Prastiti Ramadhani	1601070115	TBI	65,50	85,00	75,00	75,17
89	Rifka Nuraini Syarif	1601070117	TBI	71,00	90,00	90,00	83,67
90	Rifka Umaya	1601070118	TBI	61,00	90,00	75,00	75,33
91	Rika Fitriana	1601070119	TBI	76,50	90,00	75,00	80,50
92	Sivia Gestana	1601070121	TBI	86,00	90,00	80,00	85,33
93	Singgih Rudi Atma	1601070122	TBI	74,00	90,00	90,00	84,67



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-389/In.28/S/U.1/OT.01/05/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : AHMADULLOH AL-ADIBI ASH-SHOLIHI  
NPM : 1601070062  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070062

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Mei 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002 ✕

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Ahmadulloh Al Adibi Ash-Sholih

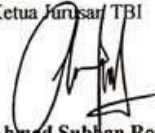
NPM : 1601070062

Fakultas : FTIK (Tadris Bahasa Inggris)

Angkatan : 2016

Telah menyerahkan buku berjudul You Must Have Words for the TOEFL

Metro, 18 November 2020  
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama :

NPM :

Fakultas :

Angkatan :

Telah menyerahkan buku berjudul

Metro,  
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-1703/In.28/D.1/TL.01/05/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : AHMADULLOH AL-ADIBI ASH-SHOLIHI  
NPM : 1601070062  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di SMK Muhammadiyah 2 Metro, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Mengetahui,  
Pejabat Setempat

SARIMAN S.P.d

Dikeluarkan di : Metro  
Pada Tanggal : 03 Mei 2021

Wakil Dekan Akademik dan  
Kelembagaan,

Dr. Yudianto S.Si., M.Si.  
NIP 19760222 200003 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1704/In.28/D.1/TL.00/05/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
Kepala SMK Muhammadiyah 2  
Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-1703/In.28/D.1/TL.01/05/2021, tanggal 03 Mei 2021 atas nama saudara:

Nama : **AHMADULLOH AL-ADIBI ASH-SHOLIH**  
NPM : 1601070062  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK Muhammadiyah 2 Metro, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "An Analysis of Eclectic Approach on English Textbook for The Eleventh Grade of The Senior Highschool of Indonesia".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Mei 2021  
Wakil Dekan I,

  
**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT  
**SMK MUHAMMADIYAH 2 METRO**  
NPSN : 10807594 STATUS TERAKREDITASI " A " NSS : 402126103006  
Alamat : Jl. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat  
(0725) 42983 Fax (0725) 42983 Kota Metro – Lampung 34114  
E-mail : smkmuhammadiyah2metro@gmail.com



Nomor : 2053 /IV.4.AU/F/2021  
Lampiran : -  
Hal : Surat Jawaban *Research*

Kepada Yth.  
Rektor IAIN Metro  
c.q. Wakil Dekan 1 IAIN Metro

di-  
Metro

السلام عليكم ورحمة الله وبركاته

Waba'du, di sampaikan dengan hormat bahwa :

1. Dasar : Surat Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1704/In.28/D.1/TL.00/05/2021 tanggal 03 Mei 2021 perihal Izin *Research*.
2. Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan untuk melaksanakan *Research* di SMK Muhammadiyah - 2 -Metro, dengan identitas mahasiswa sebagai berikut :

NAMA : AHMADULLOH AL-ADIBI ASH-SHOLIHI  
NPM : 1601070062  
PROGRAM STUDI : Tadris Bahasa Inggris  
SEMESTER : 10 (Sepuluh)

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapkan terima kasih.

السلام عليكم ورحمة الله وبركاته

Metro, 30 Syawal 1442 H  
11 Juni 2021 M  
di Sekolah.



M. ULTRI MARIA, M.Pd.  
NPM. 1075645

- Tembusan :
1. Ketua Majelis Dikdasmen PCM Metro Barat di Ganjar Asri
  2. Arsip.

## B. Documentation of book analysis

**A Pre-Activity**

**Conversation 1**  
With a partner, read the conversation given below.

**CONVERSATION MATERIAL**

Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!

**B Building Blocks**

**Suggesting and Offering**

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

**Suggestions** are abstract and can be in form of opinions, advice, plans, and ideas. It can be accepted or refused.

**Social function:** to facilitate interpersonal communication between different people.

**For example:**  
Let's finish our homework first.

**Expressions/Gambits**

When making suggestions, we often use the following expressions.

Let's ...  
Why don't we ...?  
We could ...  
What about ...?  
How about ...?  
I suggest that ...  
You might want to change ...  
I think ...  
I don't think ...

**Examples of suggestions**

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

**VOCABULARY MATERIAL**

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something.





**Agreeing with an Opinion**

These are some of the expressions used to express agreement with an opinion.

- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying but have you ever.....
- Of course.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so too.

# CONVERSATION MATERIAL

**Disagreeing with an Opinion**

These are some of the expressions used to express disagreement with an opinion.

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that ....
- I can't say I agree with this, and here's why....

Opinions can be expressed using the mental verbs like believe, think, doubt, assume, realize, etc.

Let's look at the sentence structure to express opinions.

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

# VOCABULARY MATERIAL

## Expressions

Opinions can be expressed in the ways shown below.

### Personal Point of View

These expressions are used to show personal points of view.





Let's Practice

A. Fill in the blanks using the opinion expressions given in the box below.

1. I \_\_\_\_\_ with you bullying should be banned.
2. It is all right if you don't agree with me but I have every right to my \_\_\_\_\_.
3. As far as I \_\_\_\_\_, I will not support bullying in my school.
4. I \_\_\_\_\_ that medical care should be free for everyone.
5. Some people \_\_\_\_\_ eating fish and yogurt at the same time causes a severe skin disease.
6. I feel quite \_\_\_\_\_ about this issue.

to my opinion, am concerned, strongly believe, believe that, strongly

## FILL IN THE BLANK EXERCISE

B. Below are several opinions. Some of them are polite and some are impolite. Highlight an opinion with:

red: if it is an impolite way of disagreeing.

blue: if it is a polite way of disagreeing.

green: if it is a polite way of giving an opinion.

yellow: if it is an impolite way of giving an opinion.

1. I am afraid, I don't agree with you on this matter.

Example of a Formal Invitation



POEM  
EXAMPLE

DID YOU  
KNOW



Formal invitations are  
written on cards.  
The text is written in  
calligraphic style.

**Invitation to anniversary dinner**

Yanti : Mr. Suharto, my husband and I are celebrating our 3<sup>rd</sup> wedding anniversary. We would like you to join us.  
Mr. Suharto: Oh, thank you! I would be delighted to. When is it?  
Yanti : On Sunday at 8 p.m in the Balai Kartini.  
Mr. Suharto: OK, I will be there.  
Yanti : Thank you. See you then!  
Mr. Suharto: My pleasure. See you then!

**Accepting an invitation**

**CONVERSATION MATERIAL**

**Declining invitation**

CONVERSATION MATERIAL

### Language Features of an Exposition Text:

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using "bad", **USE** *appalling, unfavorable, ghastly, terrible;*
- Instead of using "good", **USE** *fantastic, incredible, momentous, remarkable;*
- Instead of using "persuading", **USE** *convincing, urging, enticing, realistic;*
- Instead of using "persuasive", **USE** *credible, realistic, rational, sane, coherent.*

**Use the present tense** such as *lions live; I eat; cheetahs run.*

**Use mental verbs** such as *I believe; I prefer; I agree; I doubt; I disagree.*

**Use saying verbs** to support your arguments: *he says; she says; it is said; research indicates,* etc.

**Use connecting words** to link sentences so that the flow of the arguments is logical and fluent.

Some examples are:

*additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.*

**Use causal conjunctions** to indicate a cause or reason of what is being stated.

For example:

*because, consequently, despite, due to, for that reason, in that case, even though, yet, otherwise, etc.*

**Use words that express the author's attitude** - to qualify or confirm.

For example:

*will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.*

**GRAMMAR  
MATERIAL**

**Use persuasive techniques:**

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

**Example of an exposition text**

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
<b>Introduction (Thesis statement)</b>	Motorbikes are a nuisance and a cause for great distress. <b>Even though</b> motorbikes are considered as the most convenient form of transportation, <b>I think</b> they are a hazard to humans and animals as well as the environment. <b>I think</b> motorbikes should be banned in housing areas due to the noise, fine road dust and unreasonable amount of noise, air pollution, diseases and accidents.	<b>Mental verbs</b> I think I believe
<b>Argument 1 + elaboration</b>	<b>First of all</b> , I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes <b>emit</b> a deadly gas that is dangerous for the environment. <b>Consequently</b> , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	<b>Conjunctive relations</b> First of all Secondly <b>Causal conjunctions</b> Consequently
<b>Argument 2 + elaboration</b>	<b>Secondly</b> , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	<b>Generic reference</b> Accidents

**GRAMMAR MATERIAL**



**A** Pre-Activity

# EXAMPLE OF INFORMAL LETTER

Read the letter given below:

35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur

12<sup>th</sup> January 2014  
My Dear Lovely Siti,  
Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love  
XOXO  
Lana

I'm bringing you lots of souvenirs and pictures!!

Discuss with your partner, what kind of letter is this and how can you say that.



Some useful expressions for letter writing

**Gratitude**

- I'm just writing to thank you for ....
- It was very kind of you to ....
- Thanks very much for ....
- I am very grateful for ....

**EXPRESSION OF  
LETTER WRITING**

**Giving advice**

- Well, I thought about it and if I were you, I would ....
- Have you thought about ....?
- In your last letter you said you weren't sure what course of action to take, I suggest ....
- I think you shouldn't ....
- In your last letter you asked me about ...., I think ....

**Delivering good news**

- I'm sure you will be happy to hear that ....
- I am sure that you'll be interested to know that ....
- By the way, did you know that ....?
- OMG!! You'll never guess what happened!
- I am totally ecstatic to hear about ....
- I was happy beyond limits to read that ....

**Delivering bad news**

- I'm sorry but I have to tell you that ....
- Bad news, I'm afraid, but no way to avoid it, so here it goes ....
- I'm extremely sorry to hear that ....
- It was heart wrenching to read about ....

**Asking for help**

- I wonder if you could help me.
- I hope it's not too much to ask but ....
- I wonder if I could ask you a favor. Could you ....?

**Apologizing**

- I would like to apologize for ....
- I'm so sorry that ....
- Words are not enough to erase the pain I have given you but I want to say how sorry I am ....

**A**

Pre-Activity

With a partner, read the conversation guide below.

# CONVERSATION MATERIAL



Hi Ray! What are you doing?

Hey Jane! I am reading an article on smoking.

Smoking! Why?

For presentation in Science class.

Jane So tell me what you learnt about smoking.

Did you know that smoking is one of the main causes of sickness in smokers? For example:  
1. Smoking weakens the lungs due to which there is a build up of poisonous substances.  
2. Smoking causes heart attacks, strokes, ulcers.

Really? It sounds scary.

It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

You are right. We have to do it.



**Discuss with your partner**  
What do you think is happening in the above conversation?  
Do you think smoking is dangerous?  
Do you think it should be banned?



- ✓ To find a cause, ask, why did this happen?
- ✓ To find an effect, ask, what happened?
- ✓ Example:  
It rained, so I got wet.

**Signal words**  
When we talk about cause, we use the following signal words.

**Signal words**  
When we talk about an effect resulting from a certain cause, we use the following signal words.

# VOCABULARY MATERIAL

- Because
- The reason for
- On account of
- Bring about
- Give rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless

- As a result
- Then
- Hence
- For this reason
- Therefore
- Outcome
- So
- Consequently
- Finally
- Therefore
- in order to

Some examples for Cause and Effect relationships

Sentence	Cause & Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

# VOCABULARY MATERIAL

Let's take a look at the sentence structure for Cause and Effect.

a. Due to, because of, owing to and thanks to are followed by a noun.

Due to	+ Noun
Because of	
Owing to	
Thanks to	

b. Because, since, as, for are followed by a verb.

Because	Subject + verb
Since	
As	
For	
As a result of	

Examples:

- Owing to her hard work and intelligence, we won the trophy.
- Thanks to Siti and John's effective planning, the event went well.
- Because of his hard work, he managed to get the best student award.
- I have a stomachache because I ate too much food.
- There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

**A** Pre-Activity

With a partner, study the lyrics of the following songs. Then, discuss the questions.

**"Stand By Me" by Ben E King**

When the night has come  
And the land is dark  
And the moon is the only light we'll see  
No I won't be afraid  
Oh, I won't be afraid  
Just as long as you stand, stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand, stand by me  
Stand by me

If the sky that we look upon  
Should tumble and fall  
All the mountains should crumble to the sea  
I won't cry, I won't cry  
No, I won't shed a tear  
Just as long as you stand, stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand, stand by me  
Stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand now, stand by me, stand by me  
Whenever you're in trouble won't you stand by me  
Oh stand by me, oh won't you stand now, stand  
Stand by me  
Stand by me

**EXAMPLE OF  
SONG**



## "Dreams"

by Langston Hughes

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

## POEM EXAMPLE

### Discussion Questions for Dreams

1. What do you think the poem "Dreams" is about?
2. Do you think dreams can be realized?
3. Do you agree with Langston when he says that life is like a wingless bird without dreams? Discuss!
4. How does the poem make you feel?
5. What do you think the poet is saying? Do you agree? Give reasons.



## EXAMPLE OF EXPOSITION TEXT

Read the text given below.

### Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings



Fig. 8.1 Earthquake disaster

and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.



**Example**

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

**GRAMMAR MATERIAL**

**Forming Passive Voice**

Tense	Be + Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.7 Formating of passive voice

**5 Active Conversation**

Choose one of the topics given below.  
Formation of rainbows  
Life cycle of any animal  
How tsunamis are formed

Do research on any one of the above given topics and explain to a friend or present it in class  
Use the explanation text format.

# CONVERSATION EXCERCISE

### C. Documentation of Interview







#### **D. Research instrument**

##### **1. The List Of Materials Provided in The Textbook**

CHAPTER 1: OFFERS & SUGGESTIONS
CHAPTER 2: OPINIONS AND THOUGHTS
CHAPTER 3: PARTY TIME
CHAPTER 4: NATIONAL DISASTER-AN EXPOSITION
CHAPTER 5: LETTER WRITING
CHAPTER 6: CAUSE & EFFECT
CHAPTER 7: MEANING THROUGH MUSIC
CHAPTER 8: EXPLAIN THIS!

## 2. Checklist

CHAPTER 1: OFFERS & SUGGESTIONS			
Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
	e. Grammatical explanation are minimum		
4. Suggestopedia	a. Student are helped to relax		
	b. Music are used		
	c. Game are used		
	d. The arrangement chair is different from ordinary		
	e. The teacher give students motivation to study		
5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		

CHAPTER 2: OPINIONS AND THOUGHTS

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
	e. Grammatical explanation are minimum		
4. Suggestopedia	a. Student are helped to relax		
	b. Music are used		
	c. Game are used		
	d. The arrangement chair is different from ordinary		
	e. The teacher give students motivation to study		
5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		

CHAPTER 3: PARTY TIME

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
	e. Grammatical explanation are minimum		
4. Suggestopedia	a. Student are helped to relax		
	b. Music are used		
	c. Game are used		
	d. The arrangement chair is different from ordinary		
	e. The teacher give students motivation to study		
5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		

CHAPTER 4: NATIONAL DISASTER-AN EXPOSITION

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
	e. Grammatical explanation are minimum		
4. Suggestopedia	a. Student are helped to relax		
	b. Music are used		
	c. Game are used		
	d. The arrangement chair is different from ordinary		
	e. The teacher give students motivation to study		
5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everyday situation		

CHAPTER 5: LETTER WRITING

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
	e. Grammatical explanation are minimum		
4. Suggestopedia	a. Student are helped to relax		
	b. Music are used		
	c. Game are used		
	d. The arrangement chair is different from ordinary		
	e. The teacher give students motivation to study		
5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		

CHAPTER 6: CAUSE & EFFECT

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
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4. Suggestopedia	a. Student are helped to relax		
	b. Music are used		
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	d. The arrangement chair is different from ordinary		
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5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		

CHAPTER 7: MEANING THROUGH MUSIC

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
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	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		



CHAPTER 8: EXPLAIN THIS!

Teaching Method	Characteristics	Description	
		Y	N
1. Grammar Translation Method	a. Student translate from english to Indonesian		
	b. Students answer questions in the target language		
	c. Student asked to find synonym and antonym		
	d. Student are given the excercise of sentence with missing words		
	e. Grammatical rules are presented with examples		
2. Direct Method	a. Students learn always with target language		
	b. The methodology used examples and excercise		
	c. Memorizing vocabulary everyday		
	d. Vocabulary taught through picture, demonstration and object		
	e. Correct pronunciation were empasized		
3. Audiolingual Method	a. Language is oral, not written.		
	b. Drill are used to teach		
	c. Audio-visual aids are used		
	d. Focus is on pronunciation		
	e. Grammatical explanation are minimum		
4. Suggestopedia	a. Student are helped to relax		
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	d. The arrangement chair is different from ordinary		
	e. The teacher give students motivation to study		
5. Community Language Learning	a. Conversation are used		
	b. Students are divided into several groups		
	c. The chair arranged circle		
	d. Teacher make a relationship to the student		
	e. The excercise is making dialogue		
6. Total Physical Response	a. The speech translated into actions		
	b. The role of teacher is central		
	c. The learner is listener and performer		
	d. Teacher drill commands in target language		
	e. Teacher make a role plays in everydays situation		

Interview	
Teacher	Did you use bahasa indonesia while teaching?
	How you teach english in the class?
	Did the student learn grammar with the example?
	How you explain grammatical aspect?
	Did the student given the instruction to memorize the vocabulary?
	Did you correct student pronunciation?
	Did you use audio or video as the teaching media?
	When you use video as the media
	Did you play the music while teaching?
	Did you do the icebreaking?
	Did you order student to make a group discussion?
	When you order student to make a group discussion?
	Did you use making dialog as excercise?
	Did you order the student with using english?
Student	How the english teacher explain the lesson in the class?
	Did the english teacher use bahasa indonesia while teaching?
	Do you understand grammar exlanation of english teacher?
	Did you memorize the new vocabulary in the class?
	Did the teacher use the other media except book and whiteboard?
	Did you always study in the group?
	Do you like studying in the group?
	Do you enjoy english lesson?
	Did the english teacher give the homework?

## **CURRICULUM VITAE**



Ahmadulloh al-adibi ash-sholih was born in East of Lampung, on May, 13<sup>th</sup>1998. He lives in Kotabumi, North of Lampung.

He took his elementary school at Elementary School for 6 years at SDN 1 Sidorejo, from 2004-2010. He continued her study in Junior and Senior High School of Daar El-Qolam 2, Jayanti, Tangerang, for 6 years from 2010-2016. Then, He was registered as an S1 student of English Education at State Institute for Islamic Studies (IAIN) of Metro on 2016-2023. Many things he has gotten in the classroom and he hoped graduated from the institute soon.