

USING ECLECTIC APPROACH TO IMPROVE THE STUDENTS' READING COMPREHENSION

Penggunaan Pendekatan Eclectic Untuk Meningkatkan Pemahaman Membaca Siswa

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ABSTRACT

The research aimed to find out the improvement of students' reading comprehension in terms of finding main ideas and meaning of words at the students' of SMPN 4 Libureng in the 2012/2013 academic year. This research used A Classroom Action Research that consisted two cycles. The sample of this research consisted of 22 students, those consisted of six women and twelve men .The researcher obtained the data by using reading test and observation sheet. The results of the student's reading test in cycle I and cycle II had significantly different scores. There was a better increase of gains by students at the end of action in second cycle. In cycle I, the students' achievement of main ideas was 6,09, but after evaluation in cycle II the students' reading comprehension become 7,62. The other hand the students' meaning of words was improved too from cycle I to cycle II, whereas in the students' achievement of meaning of words was 6,13, but after evaluation in cycle II the students' achievement become 7,74. From the findings indicated that there was improvement in the students' reading comprehension from cycle I to cycle II, whereas in cycle I students' achievement reading comprehension was 23,81, but after evaluating in cycle II the students' reading comprehension became 25,69. While the standard target achievement KKM 66. From these findings, the researcher made conclusion that by using an eclectic approach could improve the students' reading comprehension achievement.

Key Word: Eclectic Approach, Improve, Reading Comprehension

Penelitian ini bertujuan untuk mengetahui peningkatan siswa dalam hal pemahaman membaca mencari ide-ide utama dan arti dari kata-kata di siswa SMPN 4 Libureng pada tahun akademik 2012/2013. Penelitian ini menggunakan Penelitian Tindakan Kelas yang terdiri dua siklus. Sampel penelitian ini terdiri dari 22 siswa, mereka terdiri dari enam perempuan dan dua belas orang peneliti dan diperoleh data dengan menggunakan uji membaca dan lembar observasi. Hasil tes membaca siswa pada siklus I dan siklus II memiliki nilai yang berbeda secara signifikan. Ada peningkatan yang lebih baik dari prestasi siswa pada akhir tindakan dalam siklus kedua. Pada siklus I, pencapaian siswa pada ide utama adalah 6,09, tapi setelah evaluasi pada siklus II siswa memahami bacaan menjadi 7,62. The sisi lain makna dari kata-kata siswa itu ditingkatkan juga dari siklus I ke siklus II , sedangkan di siswa pencapaian arti kata-kata itu 6,13, tapi setelah evaluasi pada siklus II prestasi siswa menjadi 7,74. Dari temuan menunjukkan bahwa ada peningkatan pemahaman membaca siswa dari siklus I ke siklus II, sedangkan pada siklus I siswa prestasi pemahaman membaca adalah 23, 81, tapi setelah dievaluasi pada siklus II membaca pemahaman siswa menjadi 25, 69. Sementara standar pencapaian target KKM 66. Dari temuan ini, peneliti membuat kesimpulan bahwa dengan menggunakan pendekatan eklektik bisa meningkatkan prestasi pemahaman membaca siswa.

Kata Kunci: Pendekatan Eclectic, Meningkatkan, Reading Comprehension



The primary goal in teaching and learning English reading material, but the fact shows that the majority of those students are not competent in reading comprehension. Kasau (2004) state that most of the students frustrated to encounter the problem in comprehending English text although they have been learning English for many years. Samriani (2006) state that most of students cannot have a good achievement in reading of comprehension books or other references that is written in English. It was possible for a reader to understand all of the words in a passage of text, but still fail to comprehend the text. If students say words in passage without gathering meaning, one would hesitate to call that reading. In other word, students can't get the purposes or message of author without comprehension properly. If students read without understanding, they will get nothing from this reading. Besides, the another problem is teacher that faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue.

Alexander (1997) recent research in reading comprehending has led to the conclusion that there is no one that the others so that an Eclectic Approach appears to be the most desirable. The idea of choosing from different methods to suite for one's teaching purposes and situation is not a new one. For example, Stern (1983) recommended the Eclectic "compromise method" as a solution to the language teaching method debate. The main proponent of the Eclectic Approach River (1981). According Rivers (1981) an Eclectic Approach allows language teachers "to absorb best technique of all the well-known language-teaching methods into their classroom procedures, using the for the purpose sappropriateness." Besides,

Mautner (2000) state that an eclectic thinker is one who selectively adopts ideas from different sources and combines them in the development of a new theory. In relation to this, the writer had tried to combine the Basal Readers Approach with Language Experience Approach which is known as an Eclectic Approach. In a Basal Readers Approach, preparing for reading the story is important pattern. This introductory phase is designed to motivate the student to read the story, to create a purpose for reading, to provide background information,



and to understand the story fully. Language experience approach provides concrete experience to write background for basal readers' story comprehension and appreciation. These approaches will create a comfortable atmosphere to the students' interest in reading. Because the strength of the eclectic approach are: doesn't restrict ideas to only one perspective, allow new ideas to be generated, and provides a fuller understanding of behavior as it considers all relevant factors and how they might combine. Beside, we feel that differing approaches are generally best used in combination, with special consideration being given to the unique condition with in the instruction setting, for intance: the needs of the learners, experience and competency of the teacher, physical restrictions of the classroom and material available for use.

DEFENITION OF READING

Rosdiana in furwana (2008) reading is the way in which something is interpreted or understood. Reading defines Thinker in Qadriana (2009) is identification and recognition of printed or written symbols which serve as stimulus for the recall of meaning build up through pass experiences.

Furthermore Ufrah (2009) reading is the process of putting the reader in the contact and communication with ideas. Reading is an active coqnitve process of interacting with print and monitoring comprehension to establish meaning. While the reader reach and interpret print from his own knowledge base. Based on description above, it is clear that reading is interaction process between the writer and the reader. The wliter convey message or idea through written form and rhe reader receives it trought his comprehension.

Some Reading Technique

There were three kinds of reading technique, namely: survey reading, skimming, and scanning.

1. Survey Reading

In survey reading, a reader survey some information he wants. Thus before coming to raading process, he mush set kinds of information he needs.

I n survey reading, a schemata or previous knowledge is very helpful because it enables the readers to comprehend the main point in the text easily.

2. Skimming



Skimming is a kind of reading that makes our eyes move quickly. The eye runs quickly over the text to discover what is about the main idea. Thus skimming occurs in the following:

- a. When the reader look quickly on the context page of book or at the cahapter heading etc. This is sometimes called previewing, another example is when the reader glance quickly through a newspaper to see what are the main items day, thus will often mean just glances at the haedlines.
 - b. When the just reader throught a particular passege newspaper article merely to get the gist.
3. Scanning

Scanning is reading technique that a reader needs to read quickly in order to answer the give question. This technique is very important for the reader to get the main point of ideas concern with the given question. In addition there are some procedure for scanning as follows:

- a. Keep in mind only this specific information to be located.
- b. More our eyes as quickly as possible down the pages to find the clues.
- c. Read the sector containing the clues to get the information needed.

Furthermore, people just aren't reading as much anymore and yet the needed for rading, comprehension , and communication skills (verbal and written) have increasing. The need is gread for strengthening tho followiing skills:

- 1) Our abilityto read a variety of materials, for instance:textbooks, newspaper, magazine, etc.
- 2) Our ability to understand and remember what we read.
- 3) Our ability to effectively communicate what we have learned from our reding.

In addition although reading means different people and skills very with every individual, reading is a skill that can be improved. Students from various backgarouds are in reading courses for a variety of reason. Weakness in vocabulary, comprehension, and combination of two maybe the result of



ineffective reading habits. Affective reading is engaged reading and can be achieved through comprehension regulation strategies.

DEFINITION OF READING COMPREHENSION

Goodman in Ufrah (2009) defined reading comprehension as an interaction between thought and language. How far the reader can comprehend the passage in reading process is presented by their ability to understand and criticize the author's message. Rahmi (2007) defined reading comprehension that is understanding a text that is read, or the process of meaning from a text.

Furthermore Arsyad and Buhari in Rusdi (2005) described reading comprehension as an essential factor in good reading. They further explained that perfect comprehension is not ideals of good reading because its perfection would almost anonymous with memorization of the reading material, and this is seldom essential. For them, the degree of comprehension is measured more commonly in terms of the understanding the main ideas and basic facts in the reading. In relation by using the eclectic Approach to improve reading comprehension, the researcher argues that reading comprehension in this research means the students' ability to comprehend the moral of the short story which is connected through experience.

Level of Comprehension

There are various levels of reading comprehension. Smith in Saenal (2008) divides it into four categories they were: 1) Literal comprehension, 2) Interpretative comprehension, 3) Critical reading, and 4) Appreciative reading. In addition Richards in Furwana (2008) classifies into four parts also they were: 1). Literal, 2). Inferential, 3). Critical and 4) Appreciative comprehension.

Based on the level of reading comprehension above. There were 4 points should be underlined. 1) Literal comprehension, 2) Inference tail comprehension, 3) Critical or evaluative comprehension, 4) Appreciative comprehension. In order to have clear concept about it.

1. Richards in Rahmi (2007) literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage. The literal comprehension is the most fundamental in reading



comprehension kinds because the readers must first understand what the author expresses before drawing an inference, making an evaluation.

2. Richards in Furwana (2008) inferential comprehension: reading in order to find information which is not explicitly stated in passage. To make a complete inference, the readers must read the passage carefully, put ideas and facts together to draw a conclusion, then infer it by using their experience and intuition.
3. Smith in Saenal (2008) critical or evaluative comprehension: reading in order to compare information in passage with the readers' own knowledge and values. It requires them to be active in criticizing and evaluating whether or not the information expressed by the author is worth enough to be absorbed
4. Richards in Rahmi (2007) appreciative comprehension: reading in order to gain an emotional or other kinds of value from a passage.

DEFINITION OF THE ECLECTIC APPROACH

Ruth (2008) Eclectic means deriving things from a variety of sources. The word 'eclectic' is based on the Greek *eklegin*, to select. The eclectic approach would be one using a variety of approaches. The Eclectic Approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. Band and Dykstra Alexander (1979) said Eclectic Approach is the combining the best elements of several programs that are selected to meet the goals of the instructional situation and the needs of the learner. There are many instructional techniques that can effectively teach the five big ideas and develop excellent readers. The first and probably the most used in reading specialist classrooms is the basal reading approach. This approach can be seen in classroom where teachers do reading activities in small groups and in a specified area of the classroom. The basal reading approach is "based on the assumption that students learn to read by reading, writing, and talking about meaningful topics." (Vacca, 2006) many different genres of literature are able to be covered through expository and narrative texts. This approach is eclectic and follows suit with the bottom-up approach because it "presents skill to be taught in a



sequence or an interactive program, featuring unedited children literature selection, strategy instruction, and writing opportunities.”(Vacca,2006)

Another approach in reading instruction is the language experience approach. This approach combines many different approaches, which is obviously a characteristic of balanced literacy. This strategy is “based in the idea that language should be used to communicate thoughts, ideas and meaning.” Vacca (2006) A great example of this approach is story dictation. Students are able to create lessons using their own language. Other popular pieces of the language experience approach include, “planned and continuous activities such as individual and group dictated stories, the building of word banks of known words, creative writing activities, oral reading of prose and poetry by teacher and students, directed reading-thinking lessons, the investigation of interests using multiple materials, and keeping records of students progress.”Vacca (2006). Since the basal reading program is the most widely used approach, it was compared to several other methods or programs. In this case, the researcher combined basal reader and language experience approaches. Many teachers think that combination of the two is very useful.

Basal Readers Approach

According to English dictionary for advanced learners, basal means relating to or forming the base of something. Alexander (1977) basal readers approach is a systematic and sequential approach to reading instruction. Furthermore Perrone (1994) explained basal readers commonly called “reading books” or they are usually published as anthologies that combine previously published *short stories*, excerpts of longer narratives, and original works. A standard basal series comes with individual identical books for students, a teacher’s edition of the book, and a collection of workbooks, assessments, and activities. In relation to the research, the researcher explained basal readers approach is one of the ways that used textbooks, where it consisted of short stories to teach reading comprehension.

The value of basal readers has been topic for discussion for many years. Are basal materials effective in reading program? Is the basal approach superior to the other approaches to reading? The most comprehensive research project to



provide some answer to this question was the United States office of education's first grade studies, conducted in the latter part of the 1960. (Bond and Dykstra (1967) These twenty-seven independent projects conducted across the nation compared the effectiveness of various approaches to reading-for example basal I, T ,A. linguistic and language experience. The results from the studies did not show that any method was consistently superior to another. Based on the explanation above, the researcher concludes the basal reader can be effective approach if it is used properly by teacher students' experience.

Basal Readers lesson usually follows patterns as follow:

1. Preperation for reading story: it is designed to motivate students to read the story, question are provided in the teacher manual to stimulate discussion about some aspect of the story. The teacher strives to create an interest in the story in this initial activity because, presumably, she accepts the underlying assumption that the students read only if they are properly motivate.
2. Guided reading: the next step is the developmental phase of the lesson. The teachers manual contains suggestion for the guided reading and ideas for developing discussion.
3. Skiiil development and practice: during this part of the lesson the teacher gives instruction and activities in such areas as vocabulary development, comprehension and study skill.
4. Follow up activities. Students perform follow up activities: students perform up activities inepedently at their desk or various centers in the room.

Language Experience Approach

The language experience approach to teaching reading is built on the premise that children will decode printed words easily when the words are a part of their every day, familiar language and are describing their own personal experience.

Implementation the language experience approach involves the following steps tompkins (2006):

1. The teacher selects a purposes and provides an experience that in stimulating for students of this age and background. Ordinary daily activities such as read-alouds and the care of classroom pets can serve to



promote LEA. The experience must always be one of interest to the children and one that they have observed/heard or participated in and comprehend.

2. The teacher and children discuss the experience so they then focus on it, review it in greater detail, generate words, organize ideas, and use vocabulary specific to that subject.
3. The teacher records the dictation. Whether it is done originally on the board (and later copied) or on chart paper from the start, the teacher does the printing in front of the children. Furthermore, the language of the students is recorded exactly as it is dictated as much as possible so that they see that their thoughts can be written down and stored for later reading. However, the words of children who speak a dialect should be recorded in conventional spelling. When students take turns dictating sentences, some teacher wisely put the child's initials after his or her contribution to promote pride-and participation.
4. The teacher reads the chart aloud to remind the children what they have written and also to demonstrate how to read with expression. Then the class reads the chart chorally as the teacher moves his or her hand under the words. Next, volunteers are chosen to read parts of the chart aloud. Finally.
5. The children examine the text with the teacher's help. They can match word cards to words on the chart or use sequence strips and match them to the line of the chart they can participate in writing activities related to the content of the chart.
6. The teacher prepares word cards for each child's word bank after becoming convinced that child has learned to read those words by sight. The word bank is the student's own sight vocabulary collection.
7. The teacher plans skill instruction as needs occur naturally, whether it is as simple as directionally of print or as complicated as punctuation.

The language experience approach has many advantages built into the method. Some of these follow:

1. Alexander, J. Estill (1977) the first reading experience are successful because they use the everyday language patterns of the children, they feel their ideas are respected and accepted. This helps develop a positive self-



image, motivation for an interest in reading are greatly increased, which may result in appositive attitude toward reading and creative expression. Then, they insight into what goes into story and can critique and discuss the writer's ideas because they, too, are writers.

2. McCormick (1988) explained the language experience approach brings together writing, reading, art, and language then it helps understand that they think and say can be written.

In relation in this research, the rsearcher explain the benefits of language experince Approach that includ students'having background knowledge and experience need to read back what was written with good understanding, rhe material being read and read thereby developing fluency, the text becoming a record of the students' progress with the language and confidence of language user.

The implementation about it they were: The teacher divide the students into several group, the teacher give reading test consist of short story include "misunderstanding and the fox and the bird", the teacher give the students time read over the first story, the students discuss the short story about it's the moral and new vocabulary they get, and the next meeting teacher ask the students to write their experience suitable the moral of short story, the teacher ask each students to presents her or his writing about their experience to the group, and control the process of learning.

METHODOLOGY

In this research, the research was conducted classroom action research (C.A.R). It was a reflective process which helps teachers to explore and examine aspect of reading and learning and to take action to change and improve. The purposes of classroom action research consisted some parts. It provided a framework for trying out different approaches and ideas, helped to develop reflective practice, confident enables teacher to make choices and decisions about their teaching styles and improved students learning. Arikunto, Suhardjono and Supardi (2008:109) said that classroom action research had two characteristic. They were: (1) the researcher to a problem statement which faced teacher (2) had certain action to improve the teaching and learning process in the classroom.



The models of classroom action research (C.A.R) were:

1. Hopkins model

Hopkins in Sanjaya (2009) described this model of classroom action research that was started through making planning. Conducting action, observation and reflecting. Then the researcher repeated to make planning, action, observation and reflecting.

2. Lewin model

Lewin explained four steps in the research process, they was planning, action observation and reflecting.

By this research, the research used the lowing Kurt model explained four steps in the research process, they were: planning, action, observation and reflecting. The relations among them is called a cycle. It means that a cycle consists of planning acting, observing and reflecting. For more detail information of the research design of this research the explanations were as below; this research consists of two cycles. Each cycle consisted of four meetings. In a cycle consists of four steps, they were:

1. Planning

In this step, the researcher drew up an action research plan which stated our question, how and why he is going to carry out the research. Things to think about: how long it would take? What tools would she used in our research? How would she record our research? there are several planning of doing research, where he prepares all of the instruments to get valid data such as pre-test, post-test, guidelines of observation, answer sheets, and reading texts consist different short story, and etc.

2. Acting

Action will be done based on the planning that is arranged before.

3. Observing

In this stage, the researcher observed how the condition of the teaching and learning process consisted what the students do in the classroom and what the weakness in this research. He wrote down all the students' activities during the teaching and learning process. The writing or the note will be evaluated for the next step. But if the researcher was as a direct teacher, the researcher will ask



helping of relevant teacher to observe this research. In other word, the observed will observed the researcher and students' activity during in teaching and learning process.

4. Reflecting

This stage helped her to make sense of the data he had collected in her research. It is process to help he answer her research question. What have he found out? How successful will be the changes? Did he need to take any follow-up action? In other words, if there were weakness of this research he began to think a problem solving in the next cycle.

Research Variable and indicator

1. Variables

The following was the variable of the research

- a. Eclectic Approach is the independent variable of the research in which the students share ideas/opinion to improve their reading comprehension.
- b. The dependent variable of the research is the students' ability to find the main ideas and comprehension the meaning of words of the texts.

2. Indicator

The following are the main indicators of each variable

- a. The indicators of the main ideas are the students' can decide it from the test.
- b. The indicators of the meaning of words are taken from short story and got information, words reference and phrase meaning.

This research aimed to find out whether or not there was influence of Eclectic Approach in improving students' reading comprehension at the VII Year Students of SMP N 4 Libureng Kab Bone. There were two instrument that was used in this research namely observation sheet and test

1. Observation sheet to find out the students' data about their presence and activeness in teaching and learning process.
2. The test aims to get information about students' improvement after teaching and learning process by using Eclectic Approach.

Observed Factor



In the fact, there were many factors that had influence in teaching process especially in foreign language teaching. One of the factors in reading comprehension, sometimes the students are boaring to read a passage. Because they did not know what the meaning of the words in the passage. In other case, sometimes the students understand every word in the reading text. But they were difficult to comprehend the main point of the reading texts. Based on the factor above that have explained about the causes of students lack reading, the researcher tried to conduct a method namely eclectic and it was regarded able to improve the students reading ability.

Technique of Collection Data

1. Test in the First Cycle

It is given after research conducted the treatment. In other word, test in the first cycle was given in the last meeting.

2. Test in the second Cycle

After the teaching and learning process, the conducted to find out the students 'achievement. It was used to check the result of the teaching and learning process. It would also the useful to know whether eclectic approach can improve the students, reading comprehension.

3. Observation

The research was observation the students' ability in the reading. He observed whether cooperative learning can improve the students' speaking ability. He also edified the students' problem in reading.

I. Technique for Data Analysis.

The data get from cycle I and cycle II is analyzed through the following steps:

1. Observation.

The researcher did observation toward teaching reading comprehension directly. In this research, the researcher interacted with the students as well the teacher.

2. Test



Test aim to get information about students' improvement of reading comprehension after teaching learning process ends

- a. Scoring the students' correct answer:

Table 1. Scoring Criteria and Scores

No	Criteria	Score
1	The meaning and reading comprehension are correct	4
2	The meaning is correct and some errors of reading comprehension	3
3	Some errors of meaning and reading comprehension	2
4	The meaning and reading comprehension are incorrect	1
5	No answer	0

$$\text{Score} = \frac{\text{Student's Answer}}{\text{Total Number of Item}} \times 10$$

(Sudiyono, 2005:43).

Classification of the students' score:

Table 2. Students' Score Classification

No.	Level	Classification
1.	9,6-10	Excellent
2.	8,6-9,5	Very good
3.	7,6-8,5	Good
4.	6,6-7,5	Fairly good
5.	5,6-6,5	Fair
6.	3,6-5,5	Poor
7.	0-3,5	Very poor

(Kanwil Dikbud, 1985)

- b. Finding out the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = Mean score



$\sum \bar{X}$ = the sum of all score
 N = Total Number of students

(Gay, 1981: 332)

1) Calculating the rate percentage of the students' score by using the formula:

$$P = \frac{PQ}{N} \times 100 \%$$

While:

P = Percentage of questionnaire

PQ = Frequency of items

N = Total number of students

(Gay in Nasrullah idris: 2011; 35)

2) Knowing development of the students' reading comprehension, the researcher would use percentage technique.

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where: P : percentage of the students

X1: the first mean score

X2: the second mean score

(Sudjana in Arief, 2011)

3. The data was taken from the observation, the researcher identify through the students' participation toward the material and activities in teaching and learning process by checklist. The students' active participation which is described as follows:

Table 3. The Students' Active Participation

No	The students' active participation	Indicator
4	Very Active	Students respond the material very actively
3	Active	Students respond to the material actively
2	Fairly Active	Students respond the material just one or twice
1	Not Active	Students just sit down during the activity without doing something.

Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

4 x N



Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students

(Sudjana in Suhadirman,

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through Eclectic Approach and data collected through observation sheet and test to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

Findings

The research findings indicate that teaching reading comprehension through Eclectic Approach can improve the students' reading comprehension in terms of finding the main ideas and also can improve the students' reading comprehension in terms of finding meaning of words. The further interpretation of the data analysis was given below:

1. The Students' Achievement of Main Ideas and Meaning words in Reading Comprehension.

The improvement of the students' main ideas which is focused on acquiring knowledge in VII of SMPN 4 Libureng as result of the students' assessment of cycle I and cycle II is described as follows:

Table 4. The Students' Improvement of Main Ideas in Reading Comprehension.

No	Scoring Aspect	Diagnostic Test	Cycle 1	Cycle 2	Improvement (%)	
					DT-CI	CI-CII
1	Main Ideas	4,90	6,09	7,62	24,28 %	25,12%

The table above shows that the students' improvement of main ideas before implementation technique indicates that diagnostic test assessment is poor (4,90), but after implementation Eclectic Approach in cycle I, the assessment of their reading comprehension improves in each result of cycle I (6,09) which is greater than diagnostic test. This means that there is an improvement of the students' reading comprehension, but this is classified as



fairly, so the researcher decides to organize cycle II. Assessment of cycle II is greater than cycle I (7, 62 > 6, 09) it is classified as good which means that there is an improvement of the students' reading comprehension. So, the improvement from diagnostic test to cycle I, greater than diagnostic test to cycle II (25, 12 % > 24, 28%). It is classified as fairly to be good. Based on the percentages above there is a significant improvement of students' reading comprehension after taking an action in cycle I and cycle II through Eclectic Approach (the combine basal reader approach and language experience approach).

Table 5. The Students' Improvement of meaning of words in Reading Comprehension.

No	Scoring Aspect	Diagnostic Test	Cycle 1	Cycle 2	Improvement (%)	
					DT-CI	CI-CII
1	Meaning words	4,97	6,13	7,74	23,34%	26,26%

The table above shows that the students' improvement of meaning of words in reading comprehension before implementation indicates that diagnostic test assessment is 4, 97. But, after implementation of Eclectic Approach (the combine basal reader approach and language experience approach).

In cycle I, the assessment of their reading comprehension improve in each result of cycle I is 6, 13 this mean greater than from diagnostic test and also there is improvement of the students' reading comprehension, but this is classified as fairly. So, the researcher decides to continue in cycle II. Assessment of cycle II is greater than cycle I (7, 74 > 6, 13). Therefore, the improvement of content from cycle I to cycle II is (26, 26% > 23, and 34%). So, this shows there is a significant improvement of students' in cycle I and cycle II through Eclectic Approach (the combine basal reader approach and language experience approach).

2. The Students' Improvement Reading Comprehension by using an Eclectic Approach

The improvement of the students' reading comprehension at the students' of VII class SMPN 4 Libureng by using an Eclectic Approach as result as table 1 and table 2 will explain as follows:



Table 6. The Students' Improvement Main Ideas and meaning of words in Reading Comprehension through Eclectic Approach

No	Variables	Diagnostic Test	Cycle I	Cycle II	Improvement (%)	
		Score	Score	Score	DT-CI	CI-CII
1.	Main Ideas	4,90	6,09	7,62	24,28%	25,12%
2.	Meaning of Words	4,97	6,13	7,74	23,34%	26,26%
ΣX		9,87	12,22	15,36	47,62%	51,38%
\bar{X}		4,93	6,11	7,68	23,81%	25,69%

The table above shows that the students' main ideas and meaning of word of reading comprehension before implementation is poor (4,93), but after implementation in cycle I the assessment of their reading comprehension improves in each result of cycle I (6,11) is greater than diagnostic test. This means there is an improvement of the students' reading comprehension. But, this is classified as fairly, so the researcher decides to organizer in cycle II. Assessment of cycle II is greater than from cycle I (7,68 > 6,11) it classified as good which means there is improvement of the students' reading comprehension and the improvement from diagnostic test to cycle I greater than from diagnostic test to cycle II (23,81% < 25,69%) it classified as fairly to be good. Based on the percentages above there are significant improvement the students' by using. In fact, by using an eclectic approach made the students' reading comprehension .there is changing category of students from fair category becomes fairly good category. The table above proves that by using an eclectic approach in teaching and learning process can improve the students' main ideas and meaning of words after taking action in cycle 1 cycle II

3. The Percentage of the Students' Main Ideas in Reading Comprehension.

The following table showed the percentage of student's main ideas achievement in reading comprehension by using an eclectic approach is significant. It is supported by result of the test value in cycle II was greater than test value of cycle I.

Table 4. The classification and percentage of the students' main ideas in reading comprehension by using an eclectic Approach.

No.	Classification	Score	Diagnostic Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9,6-10	-	-	-	-	-	-
2.	Very good	8,6-9,5	-	-	-	-	2	9,09%
3.	Good	7,6-8,5	-	-	-	-	5	22,73%



4.	Fairly Good	6,6-7,5	-	-	-	-	13	59,09%
5.	fair	5,6-6,6	-	-	-	-	2	9,09%
6.	Poor	3,6-5,5	22	100	22	100	-	-
7.	Very Poor	0-3,5	-	-	-	-	-	-
Total			22	100	22	100	22	100

Based on the data of the results observation indicated that some students' still lack of main idea in diagnostic test and cycle I, whereas 22 students (100%) got very poor. Therefore, after action again and evaluation in the cycle II that there is significant improvement, whereas 2 students' (9, 09%) got very good, 5 students' (22, 72%) got good, 13 students' (59, 09%) got fairly good, and 2 Students' (9, 09%) got fair.

4. The Percentage of the Students' Meaning words in Reading Comprehension.

The application of in improving the students' Meaning Words in reading comprehension could be seen the difference clearly by considering the result of the students' Diagnostic Test and result of the students' test in cycle I and II.

Table 5. The classification and percentage of the students' meaning of words in reading skills by using an Eclectic Approach

No.	Classification	Score	Diagnostic Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9,6-10	-	-	-	-	-	-
2.	Very good	8,6-9,5	-	-	-	-	4	18,18%
3.	Good	7,6-8,5	-	-	-	-	5	22,73%
4.	Fairly good	6,6-7,5	-	-	-	-	13	59,09%
5.	Fair	5,6-6,5	-	-	17	77,27%	-	-
6.	Poor	3,6-5,5	22	100	5	22,73%	-	-
7.	Very Poor	0-3,5	-	-	-	-	-	-
Total			22	100	22	100	22	100

Based on the data of the results observation indicated that some of the students' in diagnostic test know a little meaningful which relevance with the topic whereas all of students got poor. But, in cycle I there is significant improvement, whereas 17 students' (77, 27%) got fair and 5 students' (22, 72%) got poor. In cycle II, indicated that some of the students' have improvement of meaning of words in reading comprehension, than the first



cycle, but in the cycle II become improve 4 students' (18,18%) got very good, 5 students' (22,72%) got good, and 13 students' (59,09%) got fairly good.

5. The Result of the Students' Activeness in Learning Process.

The result of observation of the students' activeness in teaching and learning process toward the application of Eclectic Approach in improving the students' reading comprehension at the first grade of SMPN 4 Libureng in class VII A which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It could be seen clearly through the following table:

Table 6. Result of the students' activeness each meeting in cycle I and II

CYCLE	MEETINGS				AVERAGE SCORE	IMPROVEMENT
	I	II	III	IV		
I	50	59,0	63,6	71,5	27,73%	3,37%
II	55,6	63,6	72,7	81,8	31,10%	

The table above explains about the average of the students' activeness in teaching and learning process through observation sheet by observer. The table above shows the process the students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting are 50%, 59, 0%, 63, 6% and 71, 5%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 55,6%, 63,6%, 72,7% and 81,8%. In addition, the average score in every cycle, in cycle I is 27, 73% and in cycle II is 31, 10%. Hence, the improvement of the students' activity is 3, 37%.

Discussions

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' main ideas and contents in reading comprehension. The application of Eclectic Approach in teaching reading comprehension at the VII A class of SMPN 4 Libureng can improve the students' achievement and their ability to understand the material of reading comprehension in cycle I and cycle II inside the learning process and KKM in SMPN 4 Libureng specially English subject is 6,6. Before taking a classroom action research by using an "Eclectic Approach.", the researcher hold diagnostic test to measure the students' prior knowledge in English reading. After gave diagnostic test, the researcher found that the students' main ideas at the second grade of SMPN 4



Libureng was very poor, so it must be improved. The diagnostic tests score was that all of students' got very poor. While diagnostic test the students' Meaning words also is very poor. To improve the students' reading comprehension, the researcher decided to use Eclectic Approach. And then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle 1, the researcher found that the students still difficult and confused to comprehend the text. The difficulty of the students in reading had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active in classroom. They can enjoy the teaching and learning process, and their score was improved in cycle II. In diagnostic test and cycle I, the students' main ideas in reading comprehension is still poor. On the contrary, in cycle II, the students' main ideas is improving, whereas 2 students' (9, 09%) got very good, 5 students (22, 72%) got good, 13 students' (59, 09%) got fairly good, and 2 students' (9, 09%) got fair. In diagnostic test the students' Meaning Words is very low. But, in cycle I, the students' Meaning Words has improvement, whereas, 17 students' (77,27%) got fair, and 5 students' (22,72%) got poor. In cycle II, the students' has improvement from the cycle I. Whereas, 4 students' (18,18%) got very good, 5 students' (22,72%) got good, and 13 students' (59,09%) got fairly good. The mean score of the students' reading comprehension in diagnostic test was 4, 93, in cycle I was 6, 11, and in cycle II was 7, 68. The students' improvement was from diagnostic test to cycle I was 23, 81 and cycle I to cycle II was 25, 69. It means that the students' reading comprehension improved significantly by using an Eclectic Approach.

The observation result of students' activeness in teaching and learning process improved significantly by using an Eclectic Approach in improving the students' reading comprehension. It was proved by the improvement of the mean score of the students' activeness in cycle I namely 27, 73 % became 31, 10% in cycle II. It also means that there is improvement of the students' activeness in learning reading through Eclectic Approach. Based on the discussion above, we can know that there was different result between cycle I and cycle II in teaching reading comprehension by using an Eclectic Approach. The researcher may say



that teaching reading comprehension by using an Eclectic Approach is a good way to improving the students' reading comprehension

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