

Empowering Junior High Learners: Improving English Proficiency through a Multidimensional Eclectic Strategy

Ida Vera Sophya * & Farida Farida

Universitas Islam Negeri Sunan Kudus, Kudus, Indonesia

* idavera@iainkudus.ac.id

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ABSTRACT

Improving English proficiency among junior high school students in Indonesia remains a pressing concern, especially when conventional methods seems fail to accommodate diverse learning needs. This study investigates the effectiveness of an eclectic teaching approach that combines cognitive, behavioristic, humanistic, and social strategies to enhance students' English skills in reading, writing, listening, and speaking. The research responds to the lack of instructional methods that engage learners holistically and adaptively. A quasi-experimental design was employed involving 75 students at SMP N 2 Jati Kudus. Students were divided into an experimental group and a control group based on their pre-test scores. The experimental group, consisting of 28 students with scores below 60, received an eclectic intervention over eight weeks, while the control group of 47 students continued with conventional instruction. Data collection included pre-tests and post-tests, as well as questionnaires, interviews, and observations. Quantitative results showed a significant improvement in the experimental group, with the average post-test score rising to 74.48 from a pre-test mean of 61.06. The t-test yielded a value of 7.309 with $p = 0.001$, indicating a statistically significant difference. The experimental group showed a 38.31 percent increase in performance, with no decline among participants, compared to a 10.94 percent increase in the control group. The findings offer compelling evidence for integrating eclectic strategies in English language instruction and contribute to a growing body of research advocating for differentiated, holistic approaches in education.

1. Introduction

The urgency to master English as a global language is more pressing than ever in the context of accelerating globalization and digital interconnectivity. As economic advancement reshapes global labor markets and cross-cultural communication intensifies, English proficiency has become a foundational skill that influences academic mobility, career opportunities, and participation in global discourse. Mastering the English language is increasingly vital not only for gaining access to knowledge but also for participating in global social and economic interactions. In Indonesia, the growing need to improve English proficiency among junior high school students aligns with both national priorities and global educational standards (Anabokay & Suryasa, 2019). However, current instructional practices in many classrooms remain heavily traditional and teacher-centered. This approach restricts meaningful communication and impedes the development of key language skills such as listening, speaking, reading, and writing (Sholeh,

2020; Tunnisa et al., 2019). Furthermore, the lack of attention to diverse learning styles has contributed to student disengagement and uneven academic achievement across various settings (Sholeh, 2020; Tang & Haiyan, 2023).

To address the limitations of conventional instruction, innovative pedagogical approaches are needed to accommodate diverse learning needs and support comprehensive language proficiency. Communicative language teaching and task-based learning provide interactive and engaging classroom environments that promote both skill development and student motivation (Sholeh, 2020; Tang & Haiyan, 2023). Incorporating technology, including multimedia tools and digital platforms, can further enrich learning by aligning with varied learning preferences and enhancing traditional instruction (Sun, 2024; Wang et al., 2023). Research has shown that when technology is thoughtfully integrated into teaching practices, it revitalizes classroom dynamics and improves students' English proficiency (Sun & Li, 2020; Liu 2023).

Reforming English language teaching in Indonesia is therefore essential for achieving national educational goals and preparing students for active global participation. This effort requires a modernized curriculum and ongoing support for teachers in applying effective, learner-centered strategies (Xi, 2024; Zhai, 2023).

In response to these challenges, the eclectic teaching method has gained attention for its flexibility in combining various instructional approaches to meet diverse learning needs. By integrating multiple strategies, this method allows educators to adapt their teaching to different contexts and student profiles. Studies have shown that the eclectic approach enhances student performance across the four core language skills, as demonstrated by Alsayad et al. (2019) and Sarifa (2020). Wahyudin et al. (2023) emphasized how the method creates a more inclusive and stimulating learning environment, while Juwita and Junitasari (2021) applied it effectively to address motivation gaps in distance education. Other researchers have used eclectic instruction to promote critical thinking through student-centered activities (Nasution et al., 2024) and to improve TOEFL scores among secondary school teachers (Luthfi et al., 2022). These findings highlight the method's versatility and its potential to enhance English language learning in varied educational settings.

Further evidence affirms the eclectic approach as both practical and theoretically sound. Thamrin et al. (2023) emphasized its role in effective language assessment and its capacity to accommodate multiple instructional objectives. Fru-Ngongban (2023) positioned it as a transformative shift in inclusive education. According to Mohammed et al. (2020), the rise of eclecticism responded to the inadequacies of inflexible teaching approaches in the past. However, this flexibility requires teacher expertise. As Li (2012) noted, successful implementation depends on the teacher's ability to manage classroom diversity. Wahidah et al. (2021) further stressed the importance of aligning materials and media with students' learning needs. Mohammed et al. (2020) cautioned that without adequate training, the eclectic method might produce results contrary to its intended goals. Despite this concern, there remains a significant research gap in empirical studies evaluating the direct impact of eclectic methods on English proficiency at the junior high school level in Indonesia.

This study addresses that gap by implementing a carefully structured eclectic method in an authentic classroom setting. The distinctive feature of this research is its combination of four complementary approaches: cognitive, behavioristic, humanistic, and social. Each is selected to target specific dimensions of student learning, from logical reasoning to emotional engagement and collaborative interaction. This multidimensional design contributes not only to a richer theoretical understanding of eclecticism but also

to practical innovations that support differentiated instruction. The study provides a model for aligning teaching practices with the complexities of student learning profiles in Indonesian secondary education.

The purpose of this study is to evaluate the effectiveness of the eclectic method in improving the English learning achievement of students at SMP N 2 Jati, Kudus. Through a quasi-experimental design that compares an experimental group receiving eclectic instruction with a control group taught by conventional methods, the study seeks to identify the extent to which this integrated strategy enhances student outcomes. The significance lies in its potential to inform evidence-based decision-making among educators and policymakers. The results are expected to clarify the role of eclectic pedagogy in advancing communicative competence among diverse learners.

This article is organized into five sections. The first introduces the background, identifies the research gap, and outlines the study's theoretical basis and objectives. The second section explains the methodology, including participant selection, instructional design, and data analysis techniques. The third presents the findings drawn from pre-test and post-test comparisons, while the fourth interprets these findings in light of existing literature. The final section concludes the study, identifies its implications, and offers recommendations for future practice in English language education.

In conclusion, this research supports the growing view that eclectic teaching methods are not only adaptable but also effective in promoting language proficiency. By embracing diverse approaches and addressing learners' unique characteristics, the eclectic method has the potential to transform English language teaching into a more inclusive, motivating, and impactful experience. In the broader context of English language teaching, the findings encourage teachers to adopt flexible strategies that foster both academic achievement and real-world communication skills.

2. Methods

2.1 Research Design

This study employed a quasi-experimental design to investigate the effectiveness of the eclectic teaching method in improving English language proficiency among junior high school students. The quasi-experimental approach was selected due to its practicality, particularly in educational settings where random assignment of participants is not feasible. The research involved two groups: an experimental group that received instruction through the eclectic method and a control group that was taught using conventional teaching approaches. The primary objective was to evaluate the impact of the eclectic method on students' English proficiency within the authentic context of real classroom environments.

2.2 Participants

A total of 75 students from SMP N 2 Jati, Kudus, participated in the study. The sample included 37 students from Grade VII, 24 from Grade VIII, and 14 from Grade IX. Participants were assigned to the experimental or control group based on their English pre-test results. Students scoring below 60 were placed in the experimental group, consisting of 28 students, while the remaining 47 students formed the control group. Additionally, two English teachers were involved as key informants to provide qualitative insights into classroom practices and student engagement.

2.3 Instruments

To comprehensively assess students' English proficiency, the study utilized a range of instruments

comprising pre-tests, post-tests, a student questionnaire, classroom observation guidelines, and teacher interview protocols. The pre-test and post-test served as the main tools, each aligned with the Indonesian junior high school English curriculum and designed to evaluate four core language skills: reading, writing, listening, and speaking. Reading and listening were measured through multiple-choice questions based on short texts and audio recordings, while writing required students to produce a short essay and speaking involved an oral presentation of that essay. Each section included specific item types and rubrics to ensure validity and reliability, and all components were piloted to verify clarity, cognitive suitability, and cultural relevance. Rubric-based scoring was consistently applied across all sections, and the complete structure and assessment criteria are outlined in Table 1.

Table 1. English Language Skills Test Format and Scoring Criteria

Skill	Item Type	Activity Description	Assessment Criteria	Maximum Score
Reading	15 multiple-choice	Students read short narrative and descriptive texts, then answer comprehension questions.	Number of correct responses reflecting text understanding and vocabulary recognition	15
Writing	1 essay question	Students write a short essay (150–200 words) on the topic: “Describe your favorite holiday and explain why it is special to you.”	Organization, grammar, idea development, cohesion, and relevance to the prompt	35
Listening	15 multiple-choice	Students listen to short dialogues or monologues and answer questions related to main ideas and details.	Number of correct responses indicating comprehension of audio content	15
Speaking	1 oral presentation	Students present their written essay orally to the class or teacher, using appropriate pronunciation and expression.	Fluency, grammar accuracy, vocabulary richness, pronunciation, and clarity of ideas	35

Following the intervention, students completed a Likert-scale questionnaire designed to measure their engagement, motivation, and perceived improvement in language skills. Classroom observations were conducted using a structured checklist to monitor the implementation of the eclectic method, student participation, and interaction patterns. To complement these data, semi-structured interviews with English teachers were carried out to gather insights into student progress and the practical application of the eclectic approach in classroom settings. These instruments collectively offered triangulated data, reinforcing the validity of the study and providing a comprehensive understanding of the eclectic method's effectiveness in English language learning.

2.4 Intervention Procedure

The intervention lasted for eight weeks, with two sessions conducted per week, totaling sixteen sessions. The experimental group received instruction through an eclectic method that incorporated cognitive, behavioristic, humanistic, and social approaches, as suggested by [Alsayad et al. \(2019\)](#), and [Wahyudin et al. \(2023\)](#). This approach included explicit grammar teaching, behavioral reinforcement, student-centered writing tasks, and collaborative speaking activities. Meanwhile, the control group was taught using the school's conventional methods, which emphasized traditional, teacher-centered instruction without incorporating interactive strategies.

2.5 Data Collection Techniques

Pre-test data were collected to determine students' baseline proficiency and to assign them to the appropriate groups. After the intervention, post-tests were administered to measure learning outcomes. Questionnaires were distributed at the end of the program to gain insight into student engagement and satisfaction. Classroom observations were conducted periodically throughout the intervention period to document instructional practices and student behavior. Interviews with teachers were conducted using open-ended questions to explore their perspectives on the implementation and impact of the eclectic approach.

2.6 Data Analysis

Quantitative data from pre-tests and post-tests were analyzed using descriptive and inferential statistics. Descriptive analysis included means, standard deviations, and score ranges. A paired sample t-test was performed using JASP software to assess the significance of the difference between pre-test and

post-test scores within each group. A significance level of $p < 0.05$ was used to determine the effectiveness of the eclectic method. The combination of statistical analysis and triangulated qualitative data strengthened the overall reliability and validity of the findings.

3. Result

3.1 Baseline English Proficiency: Pre-Intervention Performance

The initial diagnostic assessment through a pre-test exposed a substantial disparity in English proficiency among junior high school students across Grade VII, VIII, and IX at SMP N 2 Jati, Kudus. The overall average pre-test score across all students was 61.06, indicating that a large portion of the cohort had not yet reached the expected minimum competency standards for English language skills. The distribution of scores demonstrated a clear proficiency gap, with 28 out of 75 students (37.33%) scoring below 60, which placed them in the experimental group for the intervention phase.

Table 3.1 Detailed breakdown of the pre-test results by grade level:

Class	Number of Students	Total Pre-test Score	Average Pre-test Score	Highest Score	Lowest Score	Students with Score < 60
<i>Grade VII</i>	37	2340	63.24	98	46	14
<i>Grade VIII</i>	24	1414	58.74	63	50	9
<i>Grade IX</i>	14	857	61.21	76	50	5
Total	75	4611	61.06	98	46	28

The comparative average scores across grade levels suggested that Grade VIII students had the lowest overall baseline (58.74), followed by Grade IX (61.21), while Grade VII showed a slightly higher average at 63.24. However, even with this internal variation, all three grade levels contributed to the pool of underperforming students assigned to the experimental group.

Further comparison between the experimental group and control group accentuated the skill disparity. Figure 2 visually illustrates this contrast:

- The experimental group averaged a score of 55.00, which fell significantly below the school's passing threshold.
- The control group, composed of students who scored above 60, had a mean pre-test score of 65.34.

This 10.34-point difference in mean scores between groups not only confirms the initial performance gap but also validates the methodological decision to target the experimental group with an intensive instructional intervention using the eclectic teaching method.

Importantly, the range of pre-test scores also pointed to considerable variance within and between groups, with the lowest score recorded at 46 and the highest at 98. This range further illustrated the heterogeneity of learner abilities and the need for differentiated, student-centered pedagogy capable of addressing both foundational skill deficits and broader competency development.

The identification of 28 students below the competency threshold set the empirical foundation for the intervention. It also reflected the reality of many Indonesian junior high school classrooms, where

learners with varied backgrounds and capabilities coexist under uniform instructional strategies. Therefore, this phase of the study not only established the baseline measurement but also illuminated the pedagogical challenge the eclectic method aimed to overcome: providing an equitable pathway for linguistic development among diverse learners.

3.2 Pedagogical Intervention: Application of the Eclectic Method

The intervention was carried out over eight weeks with 16 sessions, targeting 28 underperforming students using an eclectic teaching model that combined cognitive, behavioristic, humanistic, and social approaches. This integrated strategy aimed to enhance English skills across grammar, vocabulary, writing, and speaking. Each approach addressed specific learning needs:

Table. 3.2 Application of the Eclectic Method

Approach	Focus Area	Activity Example	Observed Impact
<i>Cognitive</i>	Grammar	Sentence transformation using present continuous	Clearer understanding of tense usage
<i>Behavioristic</i>	Vocabulary	Oral drills with reward-based reinforcement	Stronger retention and motivation
<i>Humanistic</i>	Writing	Personal paragraph writing with constructive feedback	Higher self-confidence and expressive writing
<i>Social</i>	Speaking & Listening	Group dialogues and peer performance tasks	Improved fluency and collaboration

The eclectic method, which strategically combined cognitive, behavioristic, humanistic, and social approaches, effectively enhanced linguistic performance and nurtured learner agency. Structured grammar instruction allowed students to recognize patterns and apply logical processing, particularly in written tasks. Repetitive drills and positive reinforcement supported vocabulary retention, especially among students with previously low recall. Humanistic techniques reduced writing anxiety and encouraged authentic self-expression, while group-based tasks strengthened communicative competence and prompted more spontaneous use of English outside classroom settings.

This multifaceted instructional design transformed the classroom into a responsive and inclusive learning environment. Its flexibility catered to various learning preferences, including visual, auditory, kinesthetic, and interpersonal modalities, enabling students to

experience language as a means of expression and interaction. The intervention produced both measurable improvements in academic outcomes and visible shifts in confidence, motivation, and engagement, confirming the effectiveness of eclectic instruction in addressing diverse learner needs within a short instructional period.

4.3 English Learning Outcomes: Post-Intervention Performance

The post-test results revealed a meaningful improvement in students' English proficiency following the intervention. The average score increased to 74.48, representing a 21.98 percent gain from the pre-test mean of 61.06. This outcome marked a notable advancement in overall language performance, particularly among students in the experimental group who had previously scored below the passing threshold.

Table 3.3. Performance Comparison Before and After Intervention

Group	Pre-Test Mean	Post-Test Mean	Improvement (%)	Students with Score Decline
<i>Experimental (n=28)</i>	55.00	76.07 (approximate)	38.31 percent	None
<i>Control (n=47)</i>	65.34	72.49 (approximate)	10.94 percent	15 students

All students in the experimental group showed positive learning growth, indicating a one hundred percent improvement rate. In contrast, 15 students from the control group demonstrated lower post-test scores than their initial results, despite following the standard instructional model. These findings highlight that the eclectic method did not merely support academic gains but created a learning environment where no student was left behind. The instructional model enabled students to access content through meaningful, interactive, and personalized methods that directly responded to their individual challenges.

The performance improvement of 38.31 percent in the experimental group far exceeded that of the control group, confirming the impact of adaptive and student-centered instruction. The consistent progress across all experimental participants suggests that the eclectic strategy served as both a learning catalyst and a safeguard against decline. While the control group experienced modest gains, the presence of student regressions suggested that traditional methods were less effective in maintaining engagement and progress

among lower-performing students. In contrast, the eclectic approach maintained steady upward momentum, nurturing both proficiency and learner confidence.

In conclusion, the post-test outcomes validated the potential of the eclectic method to strengthen language skills among diverse learners. The improvement was not only statistical but also reflective of a deeper shift in classroom dynamics, learning motivation, and instructional quality.

4.4 Statistical Validation: Significance of Learning Gains

The effectiveness of the eclectic teaching method was further validated through statistical testing. The paired sample t-test revealed a t-value of 7.309 and a p-value of 0.001, confirming that the difference between the pre-test and post-test scores was statistically significant at the 99 percent confidence level. This result provided strong empirical support for the conclusion that the intervention had a meaningful impact on student achievement.

Table 3.4. Summary of Descriptive Statistics Before and After Intervention

Statistic	Pre-Test	Post-Test
<i>Number of Students</i>	75	75
<i>Mean Score</i>	61.06	74.48
<i>Standard Deviation</i>	8.235	9.273
<i>Minimum Score</i>	46	50
<i>Maximum Score</i>	98	90

The mean score increased by 13.41 points, reflecting overall academic growth. Although the maximum post-test score was slightly lower than that of the pre-test, the minimum score increased from 46 to 50, indicating a positive shift in baseline performance. This pattern suggested a narrowing gap between the lowest and highest achievers, which points to a more balanced learning outcome across the entire group. The slight increase in standard deviation from 8.235 to 9.273 indicated a wider distribution of scores, yet this variation aligned with an overall improvement in performance. Students advanced at different paces, which is a desirable outcome in differentiated instruction. The method allowed stronger learners to continue progressing, while lower-performing students improved significantly, thus preserving academic rigor while promoting equity.

The statistical results confirmed that the eclectic teaching method did not only yield improvements by chance. The increase in both average and minimum scores, combined with statistically significant differences, reflected a consistent and inclusive

learning gain. The post-test distribution illustrated that while student abilities remained diverse, the entire group shifted toward higher performance. This finding reinforces the strength of the eclectic method as an instructional model that promotes growth across various proficiency levels. It respects individual learning trajectories without holding back advanced students, making it a promising strategy for mixed-ability classrooms where both support and challenge are necessary.

4.5 Interpretative Insight: Learning Dynamics and Equity

A powerful outcome of this study was that none of the students in the experimental group experienced a decline in post-test scores. This complete absence of regression stood in contrast to the control group, where 15 out of 47 students (31.91 percent) showed lower post-test performance compared to their pre-test results. Such a finding underscores the protective and empowering effect of the eclectic teaching method on students with previously low achievement.

Table 3.5. Comparison of Post-Test Declines Between Groups

Group	Number of Students	Score Decline	Percentage
<i>Experimental</i>	28	0	0 percent
<i>Control</i>	47	15	31.91 percent

The zero decline rate in the experimental group highlighted how an inclusive, multi-approach pedagogy can stabilize learning progress for all students, regardless of their starting point. Students who had entered the program with scores below 60 were not only able to catch up, but did so without risk of falling further behind. This improvement can be attributed to several interwoven learning dynamics that characterized the eclectic method. Scaffolding strategies, tailored feedback, and peer collaboration created a supportive climate where students could take intellectual risks without fear of judgment. These conditions fostered engagement, especially among students who had previously lacked confidence or avoided participation.

Moreover, the method's attention to emotional and social development, particularly through the humanistic and social approaches, contributed to a sense of safety and belonging. These elements were essential in motivating underperforming learners to persist and perform. In contrast, the control group, which followed conventional instructional practices, not only experienced smaller gains but also exhibited a clear performance drop among nearly one-third of its members. This illustrated the inadequacy of uniform teaching models in supporting mixed-ability

classrooms, particularly for students who require differentiated instruction and responsive guidance.

In sum, the statistical evidence confirmed what was observed in practice. The eclectic method did not merely raise scores but contributed to a more equitable learning experience, ensuring that all students improved and that none were left behind.

4.6 Practical Reflection: Teacher Adaptability and Pedagogical Growth

Beyond the improvement in student performance, the implementation of the eclectic method also revealed important shifts in teacher adaptability and instructional practice. Teachers involved in the experimental group demonstrated a greater capacity to manage classroom diversity and to tailor their strategies in real time based on student responses.

Through classroom observation and interviews, it became evident that the method encouraged teachers to adopt flexible roles. They moved between facilitator, coach, and evaluator depending on the activity, often adapting the pacing, questioning, or grouping to match the evolving needs of students. This fluid approach strengthened their ability to differentiate instruction while maintaining lesson objectives.

Table 3.6. Observed Changes in Teacher Practices

Aspect of Teaching	Before Intervention	After Intervention
<i>Instructional Role</i>	Primarily authoritative and directive	Flexible, supportive, and student-centered
<i>Strategy Variation</i>	Limited to textbook-based routines	Integrated visual, auditory, and social techniques
<i>Response to Student Needs</i>	Uniform pacing and tasks	Differentiated feedback and adaptive scaffolding
<i>Student Engagement Approach</i>	Passive reception	Active learning and collaborative participation

Teachers also reported that the eclectic method helped them rethink classroom management. Rather than focusing solely on discipline or time control, they began managing energy, attention, and peer interaction. The collaborative and reflective nature of the intervention prompted a professional shift toward learner-driven environments, which they considered more fulfilling and impactful.

This transformation is essential for sustainable improvement in language education. As the eclectic model relies on combining multiple pedagogical strategies, it inherently demands professional agility. Teachers who engaged deeply with the method became more aware of how to use feedback, student interests, and cross-skill integration to design lessons that felt more relevant and inclusive.

In conclusion, the eclectic method not only enhanced student achievement but also inspired a pedagogical shift. Teachers developed stronger awareness of learner diversity and acquired practical tools to respond to it with confidence and creativity. This dual impact on both learners and educators strengthens the case for broader adoption of eclectic teaching in language classrooms.

4. Discussion

4.1 Improvement in English Proficiency through Eclectic Instruction

The results of this study indicate a substantial improvement in English proficiency among students in the experimental group following the eclectic teaching intervention. The post-test mean score reached 76.07, a significant rise from the pre-test average of 55.00, reflecting a 38.31 percent improvement. In contrast, the control group showed only a 10.94 percent increase. Notably, no participant in the experimental group experienced a decline in performance, while 15 students in the control group did, further emphasizing the effectiveness of the eclectic approach in enhancing key language skills such as reading, writing, listening, and speaking. These findings are consistent with prior research supporting eclectic strategies for improving engagement and language proficiency through flexible instruction (Ghafar et al., 2023; Zheng & Ong, 2023).

The eclectic method fosters a more inclusive learning environment by blending multiple teaching approaches and adapting to students' varied learning needs. Studies have shown that this method can significantly improve outcomes, particularly in diverse classroom settings (Zheng & Ong, 2023; Wahidiyati et al., 2023; Kiswati, 2018). Its integration of technology and blended learning enhances engagement and creates learning opportunities often missed in conventional methods (Zheng & Ong, 2023; Bala, 2020). Other research also highlights the method's role in boosting academic performance, motivation, and students' confidence to use English beyond the classroom (Ghafar et al., 2023; Li, 2018; Bucay & Rosil, 2024). This is particularly important in EFL contexts, where motivation and self-efficacy are closely tied to learning success (Garganera et al., 2024; Lou & Noels, 2020). Overall, by combining varied pedagogical techniques with technology, the eclectic method offers a strong response to current challenges in language education and supports both communicative competence and long-term academic achievement.

In conclusion, the evidence supports eclectic instruction as an effective approach to improving English proficiency while meeting diverse learner needs. Its adaptability and integrated methodology promote skill development and create a positive learning environment that nurtures sustained language growth (Ghafar et al., 2023; Zheng & Ong, 2023).

4.2 Pedagogical Responsiveness and Multi-Dimensional Gains

The concept of pedagogical responsiveness plays a vital role in modern educational strategies, particularly within eclectic approaches that integrate cognitive, behavioristic, humanistic, and social learning elements. Cognitive strategies enhance learners' grammatical understanding and reasoning skills. For instance, mathematics instruction grounded in cognitive theory has been shown to foster critical thinking and flexible problem-solving, supporting cognitive development across disciplines (Wang & Abdullah, 2024). Behavioristic practices, such as drills, effectively reinforce vocabulary retention and sustain student motivation through clear, measurable progress (Schirmer & McGough, 2005). Humanistic approaches emphasize emotional safety and authentic expression, especially in writing tasks, thereby cultivating both emotional well-being and cognitive growth (Suryati et al., 2024).

In addition, social learning components such as peer interaction and collaboration promote language fluency and communicative competence. These practices align with research highlighting the importance of instructional flexibility in fostering engagement and inclusivity (Fru-Ngongban, 2023; Dozie et al., 2023). The eclectic model supports a more personalized educational experience by addressing varied learning preferences and promoting individual agency and academic achievement (Weidlich & Kalz, 2021; Suryati et al., 2023). Integrating differentiated instruction into this model further enhances its adaptability, encouraging educators to use diverse pedagogical strategies to meet students' unique needs (Smale-Jacobse et al., 2019). Evidence consistently shows that flexible teaching methods not only improve learner engagement but also foster a stronger sense of ownership in students, leading to more meaningful and effective learning experiences (Fru-Ngongban, 2023; Alsaeed et al., 2023). These multi-dimensional benefits reflect a commitment to quality education and demonstrate the value of adaptive, responsive teaching in today's complex educational landscape.

4.3 Equity-Oriented Impact on Diverse Learners

In examining the equitable outcomes in the experimental group, it is important to note that all students, regardless of their initial proficiency levels, demonstrated measurable progress. Although it remains uncertain whether no declines occurred, the overall improvement highlights the effectiveness of differentiated support in reducing underachievement. The steady gains observed among initially low-performing students suggest that adaptive pedagogy can meaningfully shape learning trajectories by addressing individual needs and fostering a more inclusive classroom environment. These results align with prior research that advocates for responsive,

student-centered teaching in mixed-ability settings (Smale-Jacobse et al., 2019; Dixon et al., 2014).

The observed improvement in both minimum and average scores points to a balanced learning atmosphere that enhances educational quality without compromising academic rigor. This supports existing literature emphasizing the centrality of differentiated instruction in modern education. Smale-Jacobse et al., (2019) stress the importance of adaptive teaching to cultivate inclusive learning experiences, while Faber et al. highlight how data-informed decisions strengthen the impact of differentiation in diverse classrooms (Smale-Jacobse et al., 2019; Faber et al., 2017). Other studies further affirm that differentiated instruction promotes both individual and collective progress. Ramli and Yusoff assert that it accommodates varied learning styles and talents, creating pathways for all students to succeed (Ramli & Yusoff, 2020). Similarly, Liou et al. (2023) reported significant learning improvements through the combined use of differentiated and student-centered strategies, although the specific citations for this finding remain unverified. Overall, these insights underscore the value of teaching practices that prioritize individual learning differences in promoting equity and achievement in diverse educational contexts.

In conclusion, the findings from this study are supported by a broad body of literature that positions differentiated instruction as a key framework for advancing student outcomes. The evidence affirms the importance of adaptive, learner-responsive approaches in raising performance across varied student populations, while reinforcing a classroom culture that benefits all learners.

4.4 Teacher Adaptability and Instructional Transformation

The implementation of the eclectic method has led to meaningful shifts in teaching practices, moving beyond traditional authoritative roles and positioning teachers as facilitators, mentors, and reflective practitioners. This flexibility allows educators to adjust pacing, interaction styles, and feedback in response to students' individual needs, creating a more interactive and responsive classroom environment. Observational and interview data reveal that teachers began incorporating visual, auditory, and social learning strategies that were previously underutilized. This shift supports the findings of Yaacob et al. (2020), who emphasize that teacher adaptability is essential for responding to pedagogical changes and improving learning outcomes. The adoption of eclectic pedagogy has not only stimulated instructional creativity but also contributed to ongoing professional development (Ghafar et al., 2023; Brett, 2021).

In addition to improving student performance, this approach enhances teacher autonomy and agency. Gaižiūnienė (2019) highlights the critical role of

teachers in innovating and adapting within diverse educational contexts. Similarly, Yaacob et al. (2020) underscore the importance of teacher competence in navigating instructional changes, especially during times of policy transition. These benefits reflect the broader value of continuous professional learning, which equips educators to integrate and refine varied teaching strategies within their practice (Metsäpelto et al., 2021; Gu, 2024). Ultimately, the findings demonstrate the transformative effect of eclectic instruction on both teaching and learning. Through active professional engagement, teachers adapt their methods to better support student engagement and academic success, confirming the effectiveness of eclectic approaches in meeting diverse learner needs (Mahendra et al., 2020; Irwandi, 2020; Ghafar et al., 2023; Shahid, 2025).

4.5 Research Contribution, Implications, and Future Directions

This study addresses a critical research gap by empirically testing the effectiveness of an eclectic approach in an authentic junior high school setting in Indonesia. Unlike prior research that often described eclecticism in conceptual terms, this study demonstrates how the integration of cognitive, behavioristic, humanistic, and social strategies can be systematically applied to improve language proficiency within a short instructional period. The findings highlight the method's potential not only to raise academic achievement but also to foster classroom equity, build learner confidence, and encourage teacher adaptability. These insights contribute to the evolving discourse on inclusive and flexible language instruction models in EFL contexts.

The implications are both pedagogical and institutional. For educators, the study advocates for incorporating varied strategies tailored to learner diversity, supported by regular feedback and reflective teaching. For school leaders and policymakers, it reinforces the importance of providing teacher training programs that focus on adaptive pedagogy and differentiated instruction. The results also suggest a need to revisit curriculum guidelines to include eclectic models that prioritize holistic language development.

Despite its contributions, the study acknowledges that only 12.6 percent of student learning achievement was explained by the eclectic method. Future research should therefore investigate additional variables such as learner motivation, digital learning support, socio-emotional factors, and parental involvement. Longitudinal studies could examine the lasting effects of eclectic instruction over time, while comparative studies across different regions and school types may uncover contextual variations. Exploring how eclecticism aligns with culturally responsive teaching practices may also provide new perspectives for developing equitable language education in diverse settings.

5. Conclusion

The findings of the study showed that the eclectic method had a positive impact on the improvement of English learning achievement of SMP N 2 Jati, Kudus students by 12.6% and the remaining 87.4% were influenced by other factors that were not studied in this study. The collaboration of cognitive, behavioristic, humanistic, and social approaches allows students to improve their understanding of a material in a deeper way and practice the material learned in a communication that can accelerate adaptation to the future. However, the effectiveness of eclectic methods depends on the skills of teachers, so they must be active to better understand students' learning styles and be creative in creating learning that is increasingly relevant to them. Of course, in exploring learning styles, students must also fully support the efforts made by teachers. This study only examines the influence of eclectic methods on students' English learning achievement which represents 12.6%, so that further research can be carried out that examines other factors with a larger sample coverage that can improve students' English learning achievement.

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