

New Revised with Anomous[docx.docx

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Submission date: 12-Aug-2024 08:34AM (UTC-0400)

Submission ID: 2431022027

File name: New_Revised_with_Anomous_docx.docx (103.91K)

Word count: 6555

Character count: 38385

Eclectic Blended Method with Call Application of Indonesia EFL College Students with Different Motivation Levels in Critical Reading Course

Abstract

This study utilized an eclectic blended method with CALL application, combining flipped classroom, brain-targeted teaching, and Know- Want to Know-Learn (KWL) to cater to diverse student learning styles. This study aimed to evaluate the effectiveness of the eclectic method as a teaching strategy, the difference in students' reading motivation before and after using the eclectic blended method with CALL application, the difference between high and low motivation students taught by eclectic blended method with CALL application and the interaction among eclectic method as a teaching strategy and students' reading motivation level toward students' critical reading achievement. A 2 x 2 factorial research design was conducted in some colleges of English Education Department students in Indonesia. The data were collected by using reading motivation level questionnaires and critical reading tests. An experimental and a control class were conducted with 30 students each class as the sample. The study used two-way ANOVA to analyze data, revealing significant differences between experimental class taught using eclectic blended with CALL application and control class taught by conventional methods. It also revealed differences in students' reading motivation and the interaction between the teaching strategy and their reading motivation level towards critical reading achievement. The study suggests that educators can improve students' reading achievement and motivation through an eclectic blended method, and recommends further research on this combination with technology instruction.

Keywords: Eclectic blended method; CALL application; students' motivation; EFL critical reading course

Introduction

The eclectic blended method for language teaching is understood as a combination of several learning models in one lesson. In other words, Eclectic is a learning method that addresses the weaknesses of the implementation by using only one learning method. Based on the research findings, the use of a single learning method is less able to accommodate the heterogeneous learning styles of the students in the class. This is in line with the research findings by (Iscan, 2017; Richards & Rodgers, 2016; Mwanza, 2016) which state that the eclectic approach is a method that combines various approaches and methods to teach languages by addressing the learning objectives, abilities, and learning styles of students. According to Parupalli (2018), Kumar (2017), and Iscan (2017) emphasizes that the eclectic approach is pluralistic, consistent and involves diverse learning activities and in accordance with variations in learning styles and students' needs which of course adapts the material.

The Eclectic Method combines some language teaching techniques to meet the requirements and goals of students. The eclectic method was introduced in the 1970s, gradually gained popularity in language education. The eclectic Method is as a blend of some methods of learning (Jebiwot, et al., 2016). The Eclectic Method is a blend of various teaching strategies

derived from various language systems, adapted to meet student demands. It is considered the best method for teaching languages, as it allows educators to choose resources that suit changing classroom conditions. The eclectic approach to language instruction is a flexible method that uses various teaching techniques to customize learning experiences for each student. It addresses the limitations of using a single model in a single class, creating a dynamic, engaging environment (Parupalli, 2018; Kumar, 2017; Iscan, 2017; Richards & Rodgers, 2016; Mwanza, 2016; Gilliland et al., 1994).

Responding to the challenges According to Bahari (2020), computer-assisted language learning (CALL) has evolved into an advanced tool with computer technology. Many studies have been undertaken to investigate the effectiveness of using CALL for language learning (Nurwalia, 2021). CALL is being explored for occasional use, independent study, skill development, and course focus, despite its effectiveness in language proficiency but not as popular as email or the Internet. Computer-assisted language learning (CALL) which was created by Hardisty & Windeatt (1989) can integrate effectively into the language learning process, providing educators with increased availability via email, chat groups, and asynchronous bulletin boards. CALL offers multimodal assessment, instant feedback, and flexibility for many students (Nurawalia, 2021; FitzPatrick & McKeown, 2020; Ting, 2020). According to Islam et al. (2021), virtual activities should not be considered part of the learning environment but a complete replacement for regular classroom instruction. Google apps allow students to access instructional materials, giving them extra time to study and understand them before joining regular classrooms. In the present research, the blended eclectic method with CALL application was employed in an EFL critical reading course at the higher education level.

Teaching critical reading in English as a foreign language (EFL) is challenging, necessitating lecturers to devise effective learning strategies to boost student motivation (Rukminingsih, 2021; Ann, 2013). Critical reading is crucial for EFL students' reading comprehension and employs cognitive processes in Bloom's Taxonomy (Rukminingsih, 2021; Sapitri & Amin, 2018; Wallace, 2003). This study aims to enhance students' analytical, interpretive, and evaluative abilities by studying various texts, including research-based articles and texts meeting reading proficiency requirements like TOEFL, IELTS, and TOEIC, to improve their motivation to study.

Students are sometimes not ready to learn which is built in a learning process with only one learning method which is deemed unable to accommodate the diverse learning styles of students in the classroom so that students are better prepared to receive learning. Along with technological developments, the government recommends in the higher education curriculum that the learning process needs to be integrated with technology. As technology and computer-mediated environments become increasingly common in educational settings, and as the eclectic method is adopted in contexts where language educators and researchers are determined to engage in pedagogical innovation, research into the blending of eclectic method with technology-mediated environments becomes unavoidable, particularly to assist language educators and researchers in understanding how CALL influences task and curriculum design.

Several previous studies according to Rukminingsih et al.(2021), Arifin, (2020), Rukminingsih, (2018), Larking (2017), Lee et al.(2016), Kweldju (2015), and Amudson (2015), stated that Critical Reading is basically a thinking and reading process that requires high order thinking skills. skills which need to be implemented effective and innovative learning strategies that can motivate students in learning Critical Reading.

Several research findings based on the brain or neuroscience have been carried out by Rukminingsih et al.(2021); Din (2020), Seegers, (2020), Trolan (2018), Rukminingsih (2018) and Parr (2016) concluded that learning strategies based on neuroscience or the brain can increase motivation, values, creativity, comfort, critical thinking, feelings of peace and self-efficacy of students. Meanwhile, several previous research findings using the eclectic model have been carried out by Mwanza (2020), Parupalli (2018), Iscan (2017), Kummar (2017) and Mwanza, (2016) in their findings concluded that combining several learning methods could accommodate the diversity of students' abilities. Thus, this research can answer various research gaps, including theoretical, empirical, methodological, and setting gaps from previous studies by implementing the eclectic blended method integrated with CALL application for the critical reading course.

Based on previous studies conducted by Dozie et al (2023), Asif and Khan (2022), and Brett (2020), it can be concluded that there is still relatively little published about the eclectic method in technology-mediated contexts. Therefore, this research combines Eclectic blended learning by using CALL as a critical reading learning medium where students can access interactive Critical Reading texts, practice questions, and enrichment materials to help students understand content, apply reading strategies, and receive feedback online. computer based. According

Brett (2020), the CALL application is used to stimulate students in the foreign language learning process. technology-based interesting reading for better understanding of text content.

Based on previous studies and pre-research results which show that their critical reading skills are not good, it is necessary to carry out fundamental research using innovative learning models based on neuroscience and technology through eclectic blended models using computer language assisted learning (CALL) applications. The eclectic model applied in this research is a combination of several learning strategies which include flipped classroom, brain-targeted teaching by Hardiman et al (2012) and KWL (Know, Want to Know, and Learned) with CALL application for learning Critical Reading course.

1. How effective is the use of the eclectic blended learning method integrated with the CALL application compared with conventional method in teaching critical reading course?
2. How significant is the difference between high and low students' reading motivation before and after taught by the eclectic blended learning method integrated with the CALL application?
3. How effective is the eclectic blended learning method with the CALL application in EFL critical reading to high motivation students compared with low motivation students?
4. How is the interaction between teaching methods (the eclectic blended learning method with the CALL application and the conventional method) and students' motivation levels (high and low motivation) toward students' achievement in EFL critical reading?

Hypothesis

1. Ha : The eclectic blended learning method integrated with the CALL application is more effective than the conventional method in teaching critical reading course.
2. Ha : There is different effect between high and low students' reading motivation levels before and after taught by the eclectic blended learning method integrated with the CALL application.
3. Ha : The eclectic blended learning method with the CALL application in the EFL critical reading to high motivation students get better achievement than low motivation students.
4. Ha : There is an interaction between teaching methods (the eclectic blended learning method with the CALL application and the conventional method) and students' motivation levels (high and low motivation) toward students' achievement in EFL critical reading.

Method

Research Design

This study was carried out in English Language Education Department at PGRI Jombang university by employing factorial design 2×2 to compare two teaching methods. The factorial design 2×2 to compare two teaching models involving eclectic blended learning model with CALL application applied in experimental class and a conventional method in control class and two levels of students' motivation (high and low motivation). The factorial design 2×2 is employed to measure two factors and two levels (Rukminingsih et al., 2020). There were three variables in this research, independent variables (the eclectic blended learning method with the CALL application for experimental class and the eclectic method as a conventional teaching method for control class as independent variable, students' reading achievement as a dependent variable and students' reading motivation levels (high and low motivation levels) as a moderator variable in this research.

Sample and Data Collection

This study was carried out in a private University, PGRI Jombang University located in East Java Province, Indonesia. The selected sample taken from random cluster sampling was thirty students majoring in English Language Education Department. The sample of this research was students who were taking Critical Reading class. Class A was as the experiment class taught by using blended eclectic method with CALL application and class B was control class taught by eclectic method. Every class consisted of thirty students (fifteen high and fifteen low motivation level). The critical reading course was provided in the fifth semester. The research design was shown on Table 1.

Table 1

2 x2 Factorial Design

Factor Teaching Strategy	Eclectic Blended learning Method	Conventional method
	with CALL application	(A2)
Level _ Motivation Level	(A1)	
High Motivation Level (B1)	A1.B1	A2.B1
Low Motivation Level (B2)	A1.B2	A2.B2

This table 1 above depicted as the following:

A1B1: Students who have high motivation are taught by the blended eclectic method with the CALL application as an experimental class.

A2B1: Students who have high motivation are taught by the blended eclectic method learning with the conventional method as a control class.

A1B2: Students who have low motivation are taught by the blended eclectic method with the CALL application as an experimental class.

A2B2: Students who have low motivation are taught by the conventional method as a control class.

The data were collected from students' reading motivation questionnaires and reading comprehension examinations. The questionnaire was used to assess students' reading motivation and classify them into two categories: high and low. The questionnaire employs a Likert scale and was designed by using indicators of students' reading motivation. A reading comprehension test was utilized to assess students' progress in the EFL reading comprehension.

Explicit Reading Strategy Instruction Conducted in This Study

This study was carried out in the Critical Reading course, and students were trained to understand the greatest level of the EFL reading comprehension. Students in the critical reading course are required to study texts that have been adapted from Taxonomy Bloom and CEFR C2. Its foundation is the Bloom Taxonomy's high order thinking skills (Hots), which were modified by Bloom and Krathwohl in (1956) and Anderson and Krathwol (2001). In addition to reading IELTS reading tests, journals, conferences, magazines, and conceptual or research-based pieces, the students should be able to analyze, synthesize, evaluate, and generate many types of texts. They must be able to comprehend the text by analyzing, synthesizing, evaluating, and creating, as well as identifying an argument, including issues, conclusions, and reasons in the text, interpreting between facts and opinions on texts, assessing the evidence given in support of an author's argument, synthesizing ideas on related issues from intertextual sources, evaluating the text, and summarizing the text. The course lecturer was an experienced university lecturer. The training lasted eight weeks and was taught in blended eclectic. The course syllabus was introduced to the students during the first week of the first meeting. In the first week, both students in the experimental and control groups took a pre-test to determine their prior knowledge scores and guarantee that both classes had similar background

knowledge. Then the students were given a reading motivation levels to classify the students who have high and low reading motivation level.

In this teaching strategy, we implemented blended eclectic method with CALL application. There were three teaching strategies which involving in eclectic method. The teaching strategies were (1) flipped classroom, (2) brain-targeted teaching model (BTT). and (3) Know-Want to Know- Learned (KWL).

The flipped classroom is a new learning approach where students watch video lectures outside of class, increasing active learning time. This method is similar to an inverted classroom, allows students to watch or listen to lessons at home and complete their homework in class, enhancing their reading skills and overall learning experience (Fulton, 2012). The KWL (Know, Want, Learned) strategy which was created by Ogle (1986) is a teaching and learning strategy primarily used for information text. It helps readers elicit prior knowledge, set a purpose for reading, monitor comprehension, assess comprehension, and expand ideas beyond the text. The strategy combines elements of oral discussion, identifying gaps and inconsistencies, and creating individual lists of what students want to learn. The final step involves reading new materials and sharing what they have learned. Brain-targeted teaching model (BTT) which was created by Hardiman (2012) involves Brain target one: Emotional climate, Brain target two: Physical environment, Brain target three: Learning design, Brain target four: teaching for mastery, Brain target five: teaching for application, Brain target six: evaluation and assessment.

CALL application

Computer-assisted language learning (CALL) approach which was created by (Hardisty & Windeatt, 1989) is integration technology in the classroom by using computer hardware and software to teach and learn foreign languages. It encompasses various tools and approaches, from traditional drill-and-practice programs to virtual learning and web-based distance learning. In this study, we applied Interactive Reading Program and Graded Readers Activities as for the CALL application in this study.

Pre reading

1. The lecturer got students to read the sources similar with the topic discussion for the next meeting at home and the students have to do this homework dealing with this topic (flipped

classroom)

2. Students discuss the homework in the class with their peers and the lecturer as a facilitator (flipped classroom)
3. The lecturer created a supportive and stress-free learning environment to enhance student engagement and learning outcomes (Positive Emotional_ Target 1).
4. The lecturer set good physical environment. The room was provided with good lighting, Air conditioner, sound, and sweet aromatic which can enhance students' attention, comfortable and relax. (Physical Environment_ Target 2)

While reading

1. The lecturer shared the link the reading materials which topic almost the same with their homework taken from Interactive Reading Programs (CALL application)
2. The teacher makes Visual representations like concept maps or graphic organizers help students develop a "big picture" understanding of content and connect it to prior knowledge (Learning Design_ Target 3).
3. Before reading the text, the students had to fill the table of KWL dealing with the reading text taken from Interactive Reading Programs (KWL).
4. The lecturer focused on transferring knowledge to students from short-term to long-term memory. (Teaching for Mastery _ Target 4).
5. Students were asked to read some various sources dealing with the same topic of the text given by lecturing using Graded Readers Activities (CALL application).
6. The lecturer creates opportunities for practical application and problem solving by asking them to synthesize some sources to strengthen their opinions in evaluating the text. (knowledge Application_ Target 5).

Post reading

1. The lecturer gave score students' activities and feedback to students' summaries (Brain target six: evaluation and assessment)
2. The lecturer gave some enforcement the comprehension of the text by asking the students to conclude the lesson today and confirming by the lecturer (Brain target six: evaluation and assessment). (Evaluation_ Target 6).

Data Analysis

A reading comprehension test was utilized to assess students EFL reading abilities. This study used a two-way ANOVA with a significance level of $\alpha = 0.05$. The four hypotheses were

investigated using this way. The two-way ANOVA requires four assumptions: normality and homogeneity. The F and Barlet tests were used to determine homogeneity, while the Lilliefors test was used to assess normality.

Results

This study involved administering reading motivation questionnaires and critical reading pretests to an experimental and a control class. The study then conducted six treatments from January to May 2024, with students completing post-test after treatments. The Motivation Reading Questionnaire was administered before giving treatment to thirty students in critical reading classes at PGRI Jombang university, Indonesia to determine students' reading motivation levels. Students' responds were scored based on the MRQ Score for each option (1=4, 2=3, 3=2, and 4=1). After assigning scores to each item in the questionnaire, the researcher summed the total score of fifty-four items. Total score components were determined by defining and measuring students' reading motivation levels.

1. RQ1: The effectiveness of blended eclectic method with CALL application implemented in critical reading course

Data 1: The score of the comparison between students taught by blended eclectic method with CALL application and students taught by conventional method in teaching EFL Critical reading could be seen from the following tables. Before employing an inferential analysis, the researcher applied a test of normality and homogeneity with the SPSS program.

Table 2
Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Strategy	Statistic	Df	Sig.	Statistic	df	Sig.
Achievement	Blended eclectic method with CALL		30	.200	.864	30	.901
	2 Conventional method	.253	30	.200	.840	30	.891

a. Lilliefors Significance Correction

The result of the normality test showed that the significance achievement of teaching strategy 1, the blended eclectic method with CALL application (0.901) and strategy 2, conventional method (0.891) were higher than 0.05. It depicted that the achievement of teaching strategy 1, the blended eclectic method with CALL application and strategy 2, conventional method data had normal

distributions.

Table 3

Test of Homogeneity of Variances Achievement

Levene Statistic	df1	df2	Sig.
.090	1	58	.885

The result of the homogeneity test showed that the significance values of achievement (0.885) were higher than 0.05. It meant that the data was homogenous.

Table 4

Descriptive Statistics

	Teaching Strategies	N	Mean	Std. Deviation	Std. Error Mean
Students' CR	Blended eclectic with CALL application	30	86.0000	12.59447	2.19943
Achievement	Conventional method	30	.78,000	9.96546	1.81944

Based on the table above, the descriptive analysis revealed that blended eclectic with CALL application strategy, the mean score was 86.000. Meanwhile, conventional method, the mean score was 78.000. The result depicted that there was difference mean of 8 points by comparing mean scores of blended eclectic method with CALL application.

Table 5

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' CR Achievement	Equal variances assumed	1.359	.448	2.72	58.00	.008	8.00	2.93	14.8	2.18
	Equal variances not Assumed			2.72	51.00	.009	8.00	2.932	14.8	2.19

Based on the table output -Independent sample test, it was found that the significant value of Levene's test for equality was 0.448 higher than 0.05, ($0.448 > 0.05$) so it can be concluded that the data variance between the eclectic blended with the CALL application class and conventional method class were homogeneous. The equal variance assumed of significant value (2 tailed) was 0.008 which was less than 0.05 ($0.008 < 0.05$). It could be concluded that null hypothesis was rejected and the alternative hypothesis was accepted.

RQ2: The significant difference between high and low students' reading motivation before and after taught by eclectic through CALL application

Data2 : The score of the comparison between high and low students' reading motivation before and after taught by the eclectic blended model through the CALL application in teaching the EFL Critical reading could be seen from the following tables. Before employing an inferential analysis, the researcher applied a test of normality and homogeneity with the SPSS program.

Table 6

Tests of Normality

Eclectic blended method with CALL		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Achievement	Pre-test	.217	30	.300	.794	30	.410
	Post-test	.223	30	.390	.840	30	.332

a. Lilliefors Significance Correction

The result of the normality test showed that the significance achievement of pre- test (0.410) and post-test (0.332) were higher than 0.05. It meant that the pre-test and post-test data had normal distribution.

Table 7

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.236	1	58	.64r9

The result of the homogeneity test showed that the significance values of the students' achievement (0.64r9) were higher than 0.05. It meant that the data was homogenous.

Table 8

Descriptive Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pre Test	eclectic blended with CALL application	55.000	30	6.14948	1.12274
Post Test	eclectic blended with CALL application	85.000	30	9.96546	1.81944

The paired sample statistics revealed that the mean score in the pretest of the eclectic blended method with CALL application was 55.00 Meanwhile, the mean score in the post-test of blended , the mean score was 83.000. The result depicted that there was an improvement of 30 points by

comparing mean scores of pre-test and post-test.

Table 9

Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		T	df	Sig. (2-tailed)
				Lower	Upper			
Pre-test	-23.33	14.2	2.42	-28.2	-18.3	-9.62	29	.000
Post-test								

Based on the table output-paired sample test, it was found that significant value (2-tailed is 0.000 less than 0.05 ($0.000 < 0.05$). It means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that there is significant different dealing with the main score of students' achievement between pretest and post- test. In other words, there is an effect of employing the blended eclectic with CALL application to enhance the students' achievement in critical reading course. The mean from paired sample test is -23.333. It shows there is a significant difference between pretest mean score is 55.000 and post- test is 85.000. It could be concluded that null hypothesis was rejected and alternative hypothesis was accepted.

RQ 3: The effectiveness eclectic blended learning method with CALL application in EFL critical

reading with CALL application to high motivation students compared with low motivation students

Data3: The score of the comparison between high and low students' reading motivation taught by eclectic blended model through CALL application in EFL Critical reading could be seen from the following tables. Before employing an inferential analysis, the researcher applied a test of normality and homogeneity with the SPSS program. The data was analyzed by using independent sample t-test.

Table 10

Tests of Normality

	Reading Motivation	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Achievement	High Reading Motivation	.331	17	.203	.738	17	.343
	Low Reading Motivation	.203	13	.146	.617	13	.227

a. Lilliefors Significance Correction

The result of the normality test showed that the significant achievement of students with

high (0.343) and low reading motivation (0.227) in CS activation were higher than 0.05. It meant that the high and low data had normal distribution.

Table 11

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
7.916	1	28	.209

The result of the homogeneity test showed that the significance values of achievement (0.209) were higher than 0.05. It meant that the data was homogenous.

Table 12

Group Statistics

Eclectic blended learning with CALL application		N	Mean	Std. Deviation	Std. Error Mean
Motivation					
CR Achievement	Low eclectic blended with CALL high reading motivation	13	74.70	12.6	3.51104
	high eclectic blended with CALL reading motivation	17	85.70	6.24	1.51406

Based on the table above, the group statistics revealed that the implementation of eclectic blended learning with CALL application which was divided into two groups, high reading motivation and low reading motivation. High reading motivation consists of 17 students and low reading motivation consists of 13 students. The mean score for high reading motivation level was 85.70 Meanwhile, low reading motivation level was 74.70. The result depicted that there was significant different about 9 points by comparing mean scores of high reading motivation and low motivation students.

Table 13

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		
CR Achievement	Equal variances assumed	7.916	.185	-2.87	28	.008	-10.0	3.51	-17.2	-2.89
	Equal variances not Assumed			-2.63	16.45	.018	-10.0	3.82	-18.1	-2.00

Based on the table output of the Independent sample t- test, it was found that the significant

So value of Levene's test for equality was 0.173 higher than 0.05, ($0.185 > 0.05$). It could be concluded that the data variance of employing CS between high and low reading motivation was homogeneous. The equal variance assumed of significant value (2 tailed) was 0.009 which was less than 0.05 ($0.009 < 0.05$). It could be concluded that null hypothesis was rejected and alternative hypothesis was accepted. Then the main difference value was -10.09050 which showed the significant different mean score between the students' achievement taught by eclectic blended learning with the CALL application with high and low reading motivation (74.6154 - 84.7059). The significant difference between -17.28801 and -2.89298 (95% Confidence Interval of the Difference lower and upper).

RQ4 : The interaction between teaching method eclectic (blended model with CALL application and conventional method) and students' motivation levels (high and low motivation) toward students' achievement in EFL critical reading

Data 4 : to assess the interaction between independent variable (eclectic blended learning method with the CALL application and moderator variable (students' motivation level) toward students' achievement in EFL critical reading by using a two-way Anova.

Table 14

Tests of Between-Subjects Effects

Source	Type II Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4827.154 ^a	5	965.431	9.788	.000
Intercept	460360.789	1	460360.789	4667.47	.002
Strategies	3630.809	2	1815.405	18.406	.000
Motivation	760.789	1	760.789	7.713	.007
Strategies * Motivation	217.476	2	606.738	11.607	.002
Error	8285.068	84	98.632		
Total	486900.000	90			
Corrected Total	13112.222	89			

a. R Squared = .368 (Adjusted R Squared = .331)

The table above showed that the significant values on teaching strategies and reading motivation levels were 0.002 which the significant value 0.002 was lower than 0.05 ($0.002 < 0.05$). It could be concluded that there was interaction between teaching methods, students' reading motivation levels toward students' achievement. Therefore, the null hypothesis was rejected and the alternative hypothesis.

Discussion

RQ1 The effectiveness of blended eclectic method with CALL application implemented in critical reading course

The research used a t-test to compare the mean scores of students taught using a blended eclectic method with a conventional method. The results showed that the blended eclectic method with CALL application resulted in better achievement, with a mean score of 86.000, compared to the conventional method's 78.000. The results showed an 8-point difference in mean scores between the blended eclectic method, CALL application, and traditional method. Based on inferential statistics in the table output -Independent sample test, the equal variance assumption of significant value (2 tailed) was 0.008, which was less than 0.05. It may be concluded that the null hypothesis was rejected while the alternative hypothesis was accepted.

Based on the data analysis, the combination of the eclectic method with CALL application strengthened students' critical reading achievement. Several prior investigations reported similar results. Tavakoli and Lotfi's (2019) study on the effectiveness of CALL-mediated task-based learning on L2 learners' motivation for reading suggests that CALL has a beneficial effect on learners' motivation and achievement. Numerous studies have also found that the use of CALL in language classrooms can influence students' achievement. Parupalli (2018), Kumar (2017), and Iscan (2017) emphasize the significance of an eclectic approach in learning, which is pluralistic, consistent, and adapts to students' needs. The research suggests that eclectic blended learning, combining traditional and digital teaching methods, offers advantages like personalized learning, flexibility, efficiency, accessibility, and a global perspective, making it an effective educational approach. These were also supported by Sooria & Prabu (2023), Dozie et al (2023), Asif & Khan (2022), Biggs et al.(2020).

RQ 2: The significant difference between high and low students' reading motivation before and after taught by blended eclectic through CALL application

The researchers used a paired samples t-test to answer the second study question. The data were examined using descriptive and inferential statistics. The descriptive statistics were utilized to compare the mean scores of high and low students' reading motivation before and after being taught by the mixed approach using the CALL program. The paired sample descriptive statistics revealed that the average score in the pretest of the eclectic blended approach with CALL application was 55.00. Meanwhile, the mean score on the post-test was 83.000. The results showed a 30 point improvement when comparing mean pretest and post-test scores. The output-paired sample test's inferential statistic revealed a significant value (2-

tailed) of $0.000 < 0.05$. It signifies that the null hypothesis is rejected while the alternative hypothesis is accepted. It can be inferred that there is a considerable difference in the main score of students' achievement between the pretest and post-test.

Based on the data analysis, the combination of the eclectic method with the CALL application boosted students' critical reading achievement. Several previous studies reported similar results. Tavakoli and Lotfi's (2019) study on the effectiveness of CALL-mediated task-based learning on L2 learners' motivation for reading suggests that CALL has a beneficial effect on learners' motivation and achievement. Numerous studies have also found that using the CALL application in language classrooms can influence students' achievement. According to Kumar (2017), Iscan (2017) and Parupalli (2018) emphasizes the importance of the eclectic approach in learning and according to them that the eclectic approach is pluralistic, consistent and involves diverse learning activities and in accordance with variations in learning styles and students' needs which of course adapts the material.

The results of this research by implementing blended eclectic method with CALL application inferred that the eclectic blended learning, a combination of the traditional and digital teaching methods, offers advantages such as personalized learning, flexibility, multimedia engagement, efficiency, accessibility, and a global perspective. It caters to individual learning styles, saves time in the classroom, and broadens students' understanding of global issues, making it an effective educational approach. These were also supported by Sooria & Prabu (2023), Dozie et al (2023), Asif & Khan (2022), Biggs et al.(2020). The findings of the study conducted by Parupalli (2018) Kumar (2017), and Iscan (2017) which proved that students who were provided the treatment of the Eclectic Approach showed better results than the control group in reading skill.

RQ 3: The effectiveness eclectic blended learning method with the CALL application in EFL critical reading with CALL application to high motivation students compared with low motivation students

The third research question was answered using the independent samples t-test. The data were examined using descriptive and inferential statistics. The descriptive statistics were utilized to compare the mean scores of high and low students' reading motivation after being taught by a

blended eclectic approach using the CALL program. The independent sample descriptive statistics revealed that the mean score in the post-test of the eclectic blended technique with the CALL application was higher for high motivation students than for low motivation in reading class.

Based on the results of the group statistics, the implementation of the eclectic blended approach with CALL application was divided into two groups: strong reading motivation and low reading motivation. 17 students are highly motivated to read, and 13 students who are not. The average score for high reading motivation was 85.70, while poor reading motivation was 74.70. The results showed that there was a significant difference of nearly 9 points between the mean scores of high reading motivation and low motivation students. It suggests that students with strong motivation performed better on critical reading tests than students with low motivation after taking class using the traditional way. This finding was consistent with previous research, which stated that reading motivation is another critical aspect for EFL reading learners. Reading motivation is critical for English language learners since it allows them to increase their reading comprehension and successfully absorb the texts. The relationship between motivation and reading comprehension has been explored using a variety of theoretical frameworks, including self-determination and expectancy-value theories (Neugebauer, 2016; Conradi et al., 2014). Tavakoli and Lotfi's (2019) study on the effectiveness of CALL-mediated task-based learning on L2 learners' motivation for reading suggests that CALL has a beneficial effect on learners' motivation and achievement.

R4 The interaction between teaching method eclectic (blended model with CALL application and conventional method) and students' motivation levels (high and low motivation) toward students' achievement in EFL critical reading

A two-way ANOVA revealed a significant value of 0.002 for both teaching methodologies and reading motivation levels, which is less than 0.05. It may be determined that there was a relationship between teaching approaches, students' reading motivation levels, and student achievement. As a result, the alternative hypothesis and the null hypothesis were both rejected.

The interaction between students' motivation levels high or low and eclectic teaching approaches, which combine traditional methods with Computer-Assisted Language Learning

(CALL) programs, can have a big impact on students' academic progress. According to research, the eclectic method which is learner-centered, motivating, interactive, and adaptable to context can be very successful in an inclusive classroom environment. It makes it possible to accommodate diverse learning styles with a variety of methods and tools, which can raise motivation and engagement levels among students. Furthermore, research indicates that the eclectic learning strategy improves students' academic achievement and retention when compared to standard methods. This method works especially well when teaching English to primary school students, which suggests that it could be useful for a variety of subjects and educational levels.

¹ This finding was in line with the previous studies and theories that eclectic blended strategies with online instruction were the teaching strategies which could encourage students' achievement and reading motivation level in teaching reading (Summa, 2021; Alsayad et al, 2019; Hashim, 2018; Ohoiwutun, 2014). In summary, the eclectic teaching method, when combined with CALL applications and adapted to students' motivation levels, can significantly enhance academic success, emphasizing the importance of considering these factors when designing teaching strategies to maximize student achievement (Steinmayr et al., 2019; Muenks et al., 2018).

In summary, The eclectic approach in English Language Teaching (ELT) is a flexible method that combines techniques from various teaching approaches and methods. It emphasizes context-sensitivity, incorporating materials from various sources, and a learner-centered approach. Teachers should prioritize learners over methods and adapt teaching to meet their needs and learning situations. The approach is flexible and context-sensitive, allowing teachers to choose the best method for their students. While blended learning, combining online and traditional classroom methods, significantly improves English Language Teaching (ELT) reading skills, addressing comprehension challenges, and requires a balance between online and classroom activities so by implementing eclectic blended with CALL application boosted the students' reading motivation and achievement in their critical reading course.

The implication of this study is that the eclectic approach in language teaching combines various methodologies and techniques, allowing instructors to tailor methods to individual contexts. It significantly improves language skills, flexibility, and holistic learning, particularly

in critical reading. By integrated CALL applications, teachers can address challenges and enhance comprehension, promoting creativity and adaptability in the teaching critical reading.

³⁷ **The Limitation of the Study**

The limitations of this study by implementing the blended eclectic method with the Computer-Assisted Language Learning (CALL) applications for teaching the EFL critical reading includes contextual limitations, repetitive dialogues, and a lack of systematic reviews. Despite these, the approach remains adaptable and flexible, allowing educators to choose techniques that suit their students' needs and contexts. Further research is needed to address these limitations.

Conclusion

This study used the eclectic blended method with the CALL application, which is a combination of several learning strategies like brain-targeted teaching, flipped classrooms, and Know-Want to Know-Learn (KWL), which aims to accommodate heterogeneous student learning styles, in order to meet the demands of the Higher Education Curriculum and the Independent Curriculum, which recommends learning using various teaching strategies. The objectives of this study were to evaluate the following: (1) the efficacy of the eclectic method as a teaching strategy; (2) the distinction between reading motivation levels of high and low students before and after instruction using the eclectic blended learning method with the CALL application; and (3) the distinction between motivation levels of high and low students after instruction using the eclectic blended learning method with the CALL application.

and (4) the relationship between students' reading motivation level and the eclectic approach as a teaching strategy in relation to students' critical reading accomplishment.

The results showed that: (1) reading motivation differed significantly between the eclectic blended learning experimental class and the conventionally taught control class; (2) reading motivation differed significantly between high and low students taught by eclectic blended learning with CALL; (3) there differed between high and low motivation students taught by eclectic blended learning with CALL application; and (4) there was an interaction between the reading motivation level of the students and the eclectic method as a teaching strategy toward students' critical reading achievement.

This study advises educators to utilize the eclectic blended method in conjunction with the CALL application as one of their teaching methods while instructing students in a variety of language skills and components. By integrating the CALL application, the eclectic approach in English language teaching (ELT) is an adaptable platform that blends teaching strategies from different approaches and methods. It places an intense focus on context awareness, utilizing a learner-centered approach and materials from a variety of offline and online sources. Prioritizing students over methods, educators should modify their instruction to fit the requirements and circumstances of their students. Educators can select the most effective way for their students based on the approach's flexibility and context sensitivity.

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