

Promoting Eclectic Method In Teaching Oral Communication Skill

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Abstract

Oral communication skill or speaking skill has been considered as the most challenging of the four language skills. This skill contains a complex process of constructing meaning and requires learners to produce utterances not only correct linguistically but also appropriate pragmatically. To achieve the target, it is a need for considerable amount of effort required to create an appropriate method for teaching speaking without depending on one specific method or approach of teaching. In this case, the use of eclectic method can be considered as one of alternative methods which involve the use of a variety of language teaching methods. The eclectic method was introduced in the beginning of 1990's and became fashionably popular these days. The appearance of method is enhanced by the fact that every method of language teaching has strength and limitation. The eclectic method is a combination of different method of teaching and learning.

Several different teaching methods are used to be adapted based on needs and abilities of learners. Effectively, this method also belongs to any kind of learners' strength and learning style with the irrespective of age and level. This paper is aimed at discussing about the practical considerations of applying eclectic method in term of rising learners' language awareness in oral communication skill. The discussion is begun from the advances that have been made in teaching of speaking over the last decades. It then considers how this knowledge becomes the basis for teaching speaking based on eclectic method.

Keywords : eclectic approach, oral communication skill, language awareness

1. INTRODUCTION

Despite the inevitable debate on the language teaching methods, speaking skill is generally perceived as the major indicator to the judgment of a learner's success or lack of success in learning English. However, it is generally realized that achieving proficiency in speaking skill in the teaching-learning process is not an easy task. The fact indicates that those who have been studying for some years are not sufficiently prepared for speaking beyond the classroom. This difficulty results holistically from the individual's lack of strategy cognitively in producing and comprehending sentences and inadequate frequency of speaking opportunities in the classroom. Even, extensive knowledge of the target language's grammar and vocabulary

which are often presented in the language classroom does not guarantee success in oral communication skill when this knowledge is not integrated or accessed appropriately. Other problems that are commonly observed in learners' speaking performance are related to the intervention of the learner's first language, personalities and attitude toward learning the language. These problems are noticeable in speaking class regardless of the level of proficiency or the number of students in the classroom.

In guiding the learners to achieve a good performance in speaking skill, the teacher may employ the concept of language awareness in the language classroom. The objective of language awareness is to make the learners have explicit knowledge about the target language and how to use such knowledge in language learning and