

The Implementation Of Eclectic Method In English Of Teaching Speaking Skill At Global Learning Center

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Received: 01/08/2026 | Accepted: 02/09/2026 | Publication: 05/09/2026

Abstract: *Is a research of The Implementation of Eclectic Method in Teaching Speaking at Global Learning Center. Postgraduate Program University of Palangka Raya, 2026. This study was focused on the implementation of eclectic method at one of the non-formal educations in Palangka Raya, namely Global Learning Center (GLC). The English instructors used eclectic methods to maximize the teaching and learning process in order to achieve the learning objectives and to solve the problems. The eclectic method in Global Learning Center is successful because of several indicators: (1) the number of students, (2) students' score in GLC, and (3) English centers' reputation. The case study employed for this study because the implementation of eclectic method is still new and there is no research about it yet in Palangka Raya. This study intended to examine how the English instructors of Global Learning Center implemented the eclectic method in teaching speaking and also to investigate the challenges of implementing it. To obtain the objective, the researcher used descriptive case study. The descriptive case study used to provide rich descriptive details of the: (i) the implementation of eclectic method for teaching speaking by English instructors in Global Learning Center, (ii) the challenges of implementing eclectic method. The data were collected through observation, interview, and documentation. The result of data analysis of the implementation of eclectic method revealed that the learning activities at Global Learning Center has been followed the eclectic method's stages. The first stage 'Lead-In' in eclectic method was found in English instructors' first stage 'Pre-Activity'. The second stage 'Set the Task', third stage 'Monitor the Task', and fourth stage 'Task Feedback' were found in English instructors' second stage 'Main- Activity', and the fifth stage 'Task-Related Follow Up' was found in the English instructors' third or last stage 'post-activity'. Then, there were also found several teaching methods combined together in the teaching process as the characteristics of eclectic method. Based on the observation result, some of the teaching methods were found as follows (1) Direct method, (2) Audiolingual method, (3) Community Language Teaching (CLL), and (4) Communicative Language Teaching (CLT). Following that, based on the interview data, there were four challenges when implementing the eclectic method, they were (1) managing the time effectively, (2) designing an adequate lesson plan using eclectic method, (3) classroom management in students' gap and diversity, (4) encouraging students' resistance to speak. To solve the challenges, there were also four solutions, they were categorized as (1) setting clear rules in class, (2) planning a structured lesson plan, (3) providing propositional and fun material, (4) giving a preparation time.*

Keywords: Eclectic Method, Speaking, Global Learning Center



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How to Cite: Bahing. (2026). The implementation of eclectic method in English of teaching speaking skill at Global Learning Center. *Journal of Innovation Research and Knowledge*, 6(4). <https://doi.org/10.53625/jirk.v6i4.13254>

INTRODUCTION

Learning English is very important because all international companies maintain communication in English. One of the main reasons is because English is the common language of the world trade and economy. English is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications and so on (Rao, 2019). On the recent years, many international companies provide opportunities for people who fluent in English to maintain their international competitiveness. Not only provide an opportunity, but also, they provide English trainings for people in order to speak English.

Speaking is a skill that human needs to produce meaning and share information. Therefore, speaking is an interactive process of making meaning that includes producing, receiving, and processing information (Leong & Ahmadi, 2017). In that case, someone ability for maintaining efficient communication is influenced by their speaking abilities. Therefore, it is very necessary to speak English to maintain global communication. However, good speaking skill not only gains from individual learning, but also the main factor is gain from the strategy and system of teaching English in order to get optimal result.

Problem of journal how do the English instructors of Global Learning Center implement the eclectic method in teaching speaking? What are the challenges of the English instructors in implementing the eclectic method in teaching speaking at Global Learning Center?

LITERATURE REVIEW

Definition of Speaking skill

Generally, speaking skill is the ability to use language to communicate ideas, thoughts, and feelings orally through verbal and non-verbal in various contexts. In line with Bygate (1987) states that speaking skill is the ability in using oral organ to explore ideas, intentions, thoughts, and feelings to other people as way to make message clearly delivered and well understood by the hearer.

Other experts define speaking skills as the ability to express and communicate ideas orally, making it crucial for students learning English (Zuhriyah, 2017). Bashir *et al* (2011) added that speaking skill is the ability to speak fluently and without much hesitation. Furthermore, Harmer (2007) said "Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language "on the spot". Those definitions are focus to the same meaning which speaking is the ability to communicate and speak fluently an idea or information orally without second thoughts or on the spot.

Additionally, De Leger (2009) also defines speaking skill poses a higher level of difficulty for foreign language learners compared to other skills. On the other hand, Brown (1994) and Burns & Joyce (1997) mention that speaking is an interactive process for constructing meaning that includes the production, reception, and processing of information. Based on those statements, it can be interpreted that speaking skill as interactive process holds significant importance in learning English, especially for learners in order to communicate, produce, or express the information effectively, despite being more challenging than other

skills.

Factors Affecting Speaking Skills

For maintaining effective communication, there are several factors affecting speaking skills. The classification of factors affecting speaking skills can be classified into 2, they are from the learners themselves and other is from learners' environments round them. It concludes as internal factors and external factors which listed as follows:

a. Internal factors

Students' anxiety, shyness, and fear of making mistakes

The most common issue faced by the learners when they tried to speak English was the shy, nervous and fear of making mistakes feeling. Those feelings were the issue that made them reluctant to speak English. Many students stated that those feelings appeared when the students are asked to speak English in front of the class. The students felt tense, panic, worried, and even unable to speak a lot due to afraid of making mistakes and laughed by peers (Marliana & Yuyu, 2023). In short, the learners were afraid if the teacher scold or their friends mock them when they make a mistake or error when speak English. Most of learners also did not want to participate or be active in class due to a traumatic reason. Motivation

Third factor affecting speaking skill was motivation. However, most of the learners have low motivation to study English. According to Mido & Asmita (2023) in their case study at MTs Negeri 1 Baubau that most of the students do not have the motivation to learn English and they have same common characteristics such as; not doing the tasks given by the teacher, less active in the classroom during the learning process, timid when told to go forward to the class, less excited in learning, and so on. The low motivation due to uninterested in learning English will deepen on the material, the teacher, the method that used by teacher and the time. For example, if the material so difficult for the learner, they would get bored and did not motivate to learn it, but if the material is easy to understand they would be like English.

Teachers' Teaching Materials

One of the external factors is the teacher's teaching material which is the knowledge that the teacher delivers to the students. The teaching material can influence the speaking skill. However, the material should meet the students' need. The material should be consisting of students' lack as present knowledge, wants as subjective needs, and necessities as required knowledge (Nation & Macalister, 2010 as cited in Zamanian *et al.*, 2015). The learning material as considered unpleasant

and boring cannot stimulate the students to speak up in the class. As a professional teacher, he or she must be able to consider what the student's needs, lack, and necessities. The common thing that students like are fun materials and up to date materials or materials related to the culture or familiar topic to their origin will make the students active in teaching learning process. The students will not feel bored and lazy when they like the materials, even they can be more active.

Management in Teaching Learning English

The factors of teaching management realize in teacher' competence of not only master the subject matters, but also can covers all competences including arranging class and also controlling students' activity. The students will motivate and happy if the teacher can control or arrange the class into an interesting and fun teaching and learning process. This

management can stimulate all students to speak when they get the same opportunity.

School Environment and Exposure to English

School environment is one of the factors that influence English speaking skill because it will habit for them to speak English. In English teaching and learning class, it will be better for the English teacher to speak English more than Indonesia language in order to exposure the students with English. The students will listen the English words and increase their vocabulary and later it will be possible for them to speak English comfortably. The learners who had only formal exposure will achieve a lower level of language proficiency than those who had both formal and informal exposure (Jindathai, 2015:345). Both formal and informal situations may treat students' mental dan control their nervousness. The situation depends to the teachers' creativity to create the material outside class. It may be held by school policy to have English program such as English time, English Day, or English Area.

Poor of Teaching English Strategy

The last external factor was poor of teaching English strategy. The teacher's strategies play an important aspect to attract the learners' attention to concentrate and enjoy the teaching and learning process. The main aim of making the students speak English is by making them to like English. If they like English,

they will feel motivated to learn how to speak English appropriately. However, the teacher is the key role to find various kinds of strategies in teaching English speaking that can meet the students' need.

Based on some explanations about factors affecting the English-speaking skills, there were internal and external factors. Internal factors are the factors that appear from inside of the learners themselves, the factors include: (1) students' anxiety, shyness, and fear of making mistakes, (2) native language, (3) motivation. Meanwhile, the external factors come from outside of the learners or other people. The factors are: (1) teachers' teaching Materials (2) management in teaching learning English, (3) school environment and exposure to English, and (4) poor of teaching English strategy.

Teaching speaking

Speaking is one of the four basic language skills which is very essential to be learned when someone wants to master English. Therefore, the aim of teaching speaking is to help the students in achieving communicative skill. Brown (2001: 271) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Related to the Brown, teaching speaking can be a way to guide or facilitate the students to transfer knowledge of English for increasing their speaking's ability to communicate in learning process.

As mentioned before, the purpose of teaching speaking is to improve students' communicative ability. The objective of teaching speaking is to develop students' ability to achieve the target language successfully. In Indonesia, English has been studied at all levels of education as well as high school. Specifically, PP No. 19/2005 on National Education Standards, English is considered a compulsory subject to be studied in high school. In addition, English lesson is very important to learn, not only to prepare high school students to pass the national exam but also to continue to higher education. It means that the teacher

is said success in teaching speaking if the students are able to develop the language in interaction with their friends and teacher.

Based on the statement above, teaching speaking according to Kayi (2006:1) as cited in Ganna (2018) for teaching learners are listed below:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

Characteristics of Eclectic Method

In general, there are five main characteristics of eclectic method according to Farhan (2024) as follows:

- **Flexibility**
The teachers are flexible or free to select a variety of teaching techniques as long as it is based on the lesson objectives.
- **Student-Centered**
Eclectic approach is way more focused on the individual needs of learners.
- **Problem-based**
Problem-based means that eclectic approach is designed to solve problems that students encounter in class.
- **Context-sensitive**
The approach is based on the needs of the students, the resources available, and the purpose and context of teaching and learning.
- **Enjoyable**
The approach makes the learning process become more enjoyable and creative for students

In short, the eclectic approach is a teaching style used in teaching a second or a foreign language. This approach combines the principles of various methods and approaches of teaching a language depending on the lesson objectives and individual differences. The characteristics of eclectic method was one of the reasons the teachers implemented it.

Stages of Eclectic Method

The stages in employing eclectic method may follow the basic methodological model for teaching productive skills as proposed by Harmer (2009:275-282). The main components in such model encompass Lead-in, Set the Task, Monitor the Task, Task Feedback, and Task-Related Follow-up.

Lead-in

In this stage, the learners are being introduced with the topic. The teacher can apply interactive processing (the combination between bottom-up and top- down processing). With bottom-up processing, the learners are permitted to be exposed with certain words and grammatical pattern. While, top-down processing leads the learners to start from their

background knowledge by activating their experience about the certain topic which corresponds with the learning goals. In other words, this stage is started by leading in the students to the topic (Bottom-up processing). Then, the teacher may ask them some questions related to the topic to activate their background knowledge (Top-down processing).

Set the Task

In this stage, the teacher explains exactly about students' task during the speaking performance. After leading the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity. In short, the stage "set the task" means that activity or the task is set for the students.

Monitor the Task

The teacher will monitor the task when the learners have begun to perform the task in this stage. This process conducted through the teacher monitoring or going round the class, listening to the students, and helping them when they find difficulties. In brief, monitor the task stage refers to the monitoring the process of learners' performance.

Task Feedback

The teacher helps the learners to know how well they have practiced the target language. In other words, the teacher gives feedback or comment to students' task.

Task-Related Follow Up

The teacher is allowed to move on from the task with a task-related follow-up. This stage where the students examine and discuss a specific feature of the task. The teacher may ask questions, rewrite the task, or any kind of follow up activity which gives more detailed to the context or focus. During the sequences of learning, the teacher may apply the methods eclectically since it is aimed to gain the learning objective.

RESULT AND DISCUSSION

The Implementation of Eclectic Method at Global Learning Center

The implementation of eclectic method at Global Learning Center was the method that is still used until now because it is considered successful for teaching speaking. Global Learning Center used eclectic method because of several reasons. Based on the interview, head of Global Learning Center mentioned the reasons to implement the eclectic method in their teaching process were (1) eclectic method was flexible, it was made for students with diverse needs to know what appropriate skill level or method to use, (2) The method was flexible because it was able to accommodate different learning styles (auditory, visual, audiovisual), (3) eclectic method was dynamic, it can create a fun learning environment, (4) It was friendly to different proficiency levels because it can accommodate various learning styles and preferences, and (5) It was good for different cultural backgrounds because some of students at Global Learning Center used local language at home, so eclectic method in speaking skill will promote communicative competence in terms of fluency and frequency. Similarly, Farhan, N & Farhan, H (2024) also stated that the characteristics of eclectic method were adaptability, learner centered, balance of approaches, and diverse techniques.

Based on the English instructors' interview result, there were several reasons to

implement the eclectic method. According to YN (3 years teaching experience), the reason was because there was variation in students' abilities and learning styles so that the needs of different methods very require to ensure that all students develop evenly. Then, based on VR (3 years teaching experience), the reason was the targets to be achieved are varied and it cannot be achieved with just one method. Following that, the English instructor RY (3 years teaching experience) mentioned several reasons. They were (1) eclectic method allowed to make different teaching styles/perspective, (2) it was important for students' need, and (3) it can improve teaching speaking skill in different way. According to Najebullah (2018) as cited in Wahidah et al (2021), eclectic method combines several methods in language teaching and produces flexible and enjoyable English language teaching.

The variation of method within the eclectic method were good and balance as long as the teacher knew what was the best methods to be combined in his or her class. To make an effective classroom management, the head of Global Learning Center take the good side of each teaching method so the teaching process will be based to students' need and interest.

The Implementation of Teaching Process using Eclectic Method at Global Learning Center

Based on the observation from lesson plan, the researcher came to the classroom to observe how the teaching process carried out. The result revealed that most of the lesson plan's learning activities matched with the eclectic methods' stages. The English instructor at Global Learning Center had 3 stages, they were pre-activity, main-activity, and post-activity, whereas the eclectic method stages had 5 stages, they were Lead-In Stage, Set the Task, Monitor the Task, Task Feedback, and Task-Related Follow Up.

The English instructor coded YN, VR, and RY had similarity in their learning activities steps because the Global Learning Center had already provided a standardized learning activity.

1. The Solutions Toward the Challenges of Implementing Eclectic Method at Global Learning Center

Based on the interview result of research, the researcher classified the challenges of implementing eclectic method at Global Learning Center in teaching speaking into four challenges. If there is a challenge, there must be a solution. The researcher was classified there were also four solutions to solve the challenges in implementation the eclectic method in teaching speaking at Global Learning Center.

2. The first solution was setting clear rules in class.

However, the way to solve the first challenge which was managing the time effectively was by knowing the root of the problem. One of the frequent causes was uncontrol students'

behavior, so the teacher must master in planning their lesson plan and also good at handling his or her class. The English Instructor mentioned it in his interview that setting a rule before beginning the class can control the students, especially active students who liked to interact and make noise. The instructor also told that was one of the ways to discipline the student. According to Kern and Clemens (2007) as cited in Al Khanbashi (2024), one of the ways to manage the class was by making clear, simple rules and expectations which are

consistently and fairly applied. The instructor gave an instruction like “Please do the activity 1 in 10 minutes”. Based on the observation, the instructor also sometime rearranged the seating so the most active students will not seat to each other. Seating location in the classroom can affect student engagement, attention and academic performance by providing better visibility, improved movement, and participation in discussions (Gao *et al*, 2020). The result of the research by Gao (2020) revealed that the students who sit close together are more likely to have similar learning engagement and tend to have high physiological synchrony.

Similarly with setting the rules, VR also mentioned that setting the rules can be refer to the time that the instructor planned in his or her lesson plan. So, the VR mentioned that the teacher should be aware or careful to any extra time that was outside the lesson plan allocation time planned. Her intentioned for managing the time was the instructor should not concentrate only to one or a few specific students, but instead should give attention to all students in the class to ensure the learning material is delivered equally to everyone. That statement also supported by Greenhalgh, the Senior Director in Outwood Grange Academies Trus, from the report of Independent That statement also explained that any extra time should not waste the proportionate time in lesson plan, except if the time is still long, then the teacher can add that extra time for the specific student without sacrificing the other student. In brief, setting the rules or paying attention to the extra time was a solution to manage the time at class to be more effective and flexible because the teacher can handle the class easier and deliver the material well.

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