The Challenges in Implementing Eclectic Method for Teaching Speaking at Global Learning Center

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Abstract

This study investigated the challenges in implementing the eclectic method in 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 goals. Eclectic method is a teaching approach which combines two or more different learning and teaching methods. The implementation of eclectic method is still relatively new and there has not been much research about it in Palangka Raya. This study intended to investigate the challenges of implementing it in non-formal education. To acquire the objectives, the researcher used descriptive qualitative design. The descriptive used to provide rich descriptive details of the challenges in implementing eclectic method. The data were collected through interview and documentation. The result data analysis found four challenges when implementing the eclectic method, they were (1) managing the time effectively, (2) students' gap and diversity, (3) designing appropriate lesson plan using eclectic method, and (4) motivating the students to speak. Hopefully, this research can give an insight for teachers and other English course to know the challenges before implementing the eclectic method. They need to be well-prepared in combining several methods in each learning process with considering the allocation time, variation of student backgrounds, and the strategy to motivate the students. This study remains open to further exploration by other researchers or English teacher who wish to examine the eclectic method from different perspectives. In addition, eclectic method can be implemented optimally when the teacher is ready as well as the English course.

1. Introduction

Implementing a suitable method in the teaching and learning process was a complex process. According Larsen-Freeman (2000), a method could not be a problem solver for success to every student. A very simple example in speaking was a method could be accepted differently in each person. When someone spoke, the method could work for him but not for the others which mean that the method cannot be suitable for everyone (Palmer, 1998:147). Therefore, the English instructors must create a fun learning with various method rather will than only use one method. It also applied the same for the learners because different learners learn differently. To solve the issue, a teacher has to adopt such as methods that will work for the majority of the learners. It would need to include not just one method, but also a range of selected teaching methods. This combining two or more methods are called eclectic method.

The eclectic method can be an ideal method depends on the teacher's choice. Teaching method will be ideal when it is supported by the teacher's sufficient mastery of various methods. According to Nuha (2016) stated that the method can become the teacher's choice, 'if the selection is solely based on the teacher's preferences, or on what is easiest for the teacher'. To sum up, the teaching method was chosen by the teacher itself, but the result will be the uncertainty because there were also some essential variables to support it to make the learning become effective. Related to eclectic method, various methods can be effective based on the method itself or the teachers' choice.

Related to teaching speaking, eclectic method is a way out to solve the challenges in teaching speaking. Many studies had been discussed about the challenges of teaching speaking and most of them mentioned similar problems. The recent years study of Yusuf & Zuraini (2016) revealed that the teachers encountered challenges in teaching speaking like students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation and the use or interferences of the mother tongue. Then, from Purwati et al (2023), English teachers' challenges of teaching EFL speaking in an Indonesian Vocational High School sector was that students' lack of vocabulary and poor pronunciation were the major problems they encountered while teaching speaking in class. Related to the past studies' challenges in teaching speaking, English teachers have adopted so many methods, approaches and

techniques and they have succeeded to some extent in teaching the students to develop their communication skills in English.

Although the implementation of eclectic method has some challenges, but it allows the teacher to make the material more interesting, vary the teaching, increase confidence in delivering material, and liven up the bilingual situation (Ninsiana & Ali, 2022). Additionally, Rao (2018) pointed out that an eclectic method is a learner-centered approach that recommends the use of various activities like role-plays, interviews, presentations, and many more. Similarly, Mohammed (2018) stated that teachers should apply the appropriate approaches and strategies if they want their students to be able to use the language. Based on the previous studies, unique methods should be applied in making English language learning more flexible for students or learners who come from different cultures and backgrounds. Finally, the eclectic method has been advocated in English language teaching.

However, implementing eclectic method was not an easy job. The English instructor needed to know the combination of methods that will suitable to apply in his or her class. If the method cannot cover the students' need, then it will be useless. Therefore, it was very necessary to know what kind of challenges that was usually faced by the English instructors. Following that, this present research aims to find out what are the challenges the English instructor face when implementing the eclectic methods at one of non-formal education, namely Global Learning Center.

Global Learning Center is a quite well-known English learning center in Palangka Raya. The factors of dissimilar outcomes of teaching were the teachers' time availability, the number of students per class, the availability of resources and facilities (Adam, N., et al, 2021). On the other hand, the problem encountered by the students are lack of vocabulary, lack of grammar mastery, lack of pronunciation, etc. To overcome the factors, the students tried to find alternative way to improve their English' ability. For instance, they join non-formal education like English course. To make sure the students improve and gain deeper understanding in English, the English instructor in learning center needs unique strategies to deliver the material. Therefore, the researcher chose to conduct the study at non-formal education, namely Global Learning Center.

Furthermore, the previous methods in Global Learning Center namely vocabulary method which focused on vocabulary enrichment emphasized that it should be in the form of complete sentence, not word by word. The aim is for participants to memorize and understand how to combine their vocabulary into a meaningful sentence. This method emerge due to some issues regarding students' vocabulary mastery is increase but the speaking skill is not optimally improved because they only knew the vocabulary word by word. The latest method was bilingual method where the explanation of grammatical parts (tenses, passive voice, subjunctive verb, conditional sentences, etc.) were explained in Indonesia language (TL) to avoid misinterpretation and facilitate the understanding of course participant. This method

was really good but the missing part was the teacher was too focused on the explaining in Indonesia in order to make sure the students' understanding the material well. However, the students were not familiar in speaking English, though they became good in theoretically but not in spoken. Other than those issues related to the method based on preliminary research, the researcher also found the students' problem where they are still struggling to form sentences. They also lack in grammar and pronunciation which led to repeatedly making mistake. The students also have a fear of making mistake. To solve the issues, the Global Learning Center (GLC) changed their previous method to the recent one which is eclectic method.

In addition, Global Learning Center used not only single methods, but various method in teaching speaking. The English instructors used several methods to achieve the learning objectives and to solve the problems. The implementation of eclectic method is still new and there is no research about it yet in Palangka Raya. The researcher conducts the study at Global Learning Center because of (1) the number of students, (2) students' score in GLC, and (3) English centers' reputation. The students revealed that the students gradually improved their score. Not only that, the English center's reputation based on google review has 5 stars with 147 good reviews. Therefore, the researcher wants to investigate the challenges in implementing eclectic method in teaching speaking.

Hopefully, the result of this research is expected to be useful for English teachers in implementing eclectic method, especially in teaching speaking. The English teacher can be more prepared by knowing the challenges before implementing eclectic methods in his or her class. In addition, this researcher can be a useful references or example for others English course in Central Kalimantan or other regions who want to implement eclectic methods in their teaching process, especially in teaching speaking. Lastly, this study is still widely open for other researchers to find out other challenges in implementing of eclectic method or new method in teaching speaking or another basic language skills in English, such as listening, reading, and writing.

1.1. Theoretical framework

1.1.1. Eclectic method

Eclectic method is the teaching approach that combines several different methods and strategies that suitable with students' need and learning environment. There are several experts define the meaning of eclectic method. Based on its history, the eclectic theory of language teaching has emerged in the 1990s as an additional theory of language teaching (Kumar, 2013). The term "eclectic approach" becomes well-known due to accomplish the learning objectives without much pressure on both teachers and learners.

The eclectic method has positive impact for the learners to know what they are learning. One of the reasons was eclectic method is a way of teaching languages that combines

numerous methods based on the goals of the course and the learners' proficiency level (Iscan, 2017). In addition, Farhan (2024) emphasized that eclectic method allows the teachers to select techniques from various language teaching methods based on the goals, context of the lesson, and learner needs. This flexibility is key to addressing different learning styles and improving student outcome. In other words, they way eclectic method can combine numerous methods or techniques will be the key to improve students' skills and outcome.

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Additionally, through eclectic method, the teaching becomes more variative because there is no limit in using multiple tasks that can live up the learning process and make a high interaction between students and teachers. There are five main characteristics of eclectic method according to Farhan (2024), such as flexibility, student-centered, problem-based, context sensitive, and enjoyable. 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 implement it in their class. Larsen-Freeman (2000) in Al-Khasawneh (2022) also stated that eclectic method is pluralistic, consistent and entails diverse learning activities that match with learners' needs. The term "eclectic method" occurs due to an idea that there is no teaching strategy which can be adaptable to all situations, and that teachers should be able to choose what works best in their classroom. It means that the teachers could choose any method or aspect that suits teaching inside the classroom.

The more various teaching method, the more creative and engaging the learning and teaching process. Related to the existence of eclectic method, Gao (2011) as cited in Khasawneh (2022) advised the teachers to integrate and take advantage of all other teaching methods and to avoid their disadvantages. Then, Wali (2009) added that it is up to the teachers' choice to pick procedures and techniques inside the classroom. However, each one of the language teaching methods has its own challenges. There is no concrete or ideal approach in language teaching. Related to the present study, the English instructors at Global Learning Center also faced some challenges in implementing the eclectic method because there were several methods combined together. Therefore, related to the challenges, the advantages and disadvantages of eclectic method will be discussed below.

1.1.2. Advantages and disadvantages of eclectic method

There are several advantages of eclectic method, especially for the teachers and learners. The advantages are (1) learners find it easier to understand language in its cultural context, (2) It can combine several language skills, (3) It is learner-centered; and (4) it creates an effective educational environment for a teacher by building on the strengths of multiple methods (Kumar, 2013). Specifically, eclectic method is beneficial for the learners to understand the language easily because the teaching focus more to students or learner-centered. For the teacher, numerous methods can improve more than one English language skill and it is an effective environment for teacher. Additionally, Mwanza (2016) also states the advantages of eclectic method. Eclectic method addresses not only the theoretical aspects of teaching and learning, but also the real-life experiences of students. It also presents language holistically, flexible, and adaptable to the needs of the group during instruction. Although, the eclectic approach is live, motivating, participatory, context-sensitive, learner-centered and includes using a variety of classroom tasks and activities, but it is still holding disadvantages.

There is no best method because every method has their own weaknesses as well as eclectic method. The method will work optimally because the teacher can utilize it well or it is suitable to the students' need. Related to the statement, the eclectic methods have several disadvantages, including discouraging teachers to reflect upon their teaching and the adoption of the eclectic approach could be unsafe due to the methodological baggage that comes with it (Widemann, 2001 as cited in AC Fru-Ngongban, 2023). Nonetheless, the eclectic approach is more advantageous than disadvantageous; most of the limitations of this approach are justifiable when teachers are poorly prepared for the classroom. Other than Widemann, according to Farhan (2024), disadvantages of the eclectic method were (1) requires expertise (teachers need knowledge of multiple) (2) lack of consistency (switching between methods can confuse learners), and (3) planning complexity (combining methods can be time-consuming).

Furthermore, Jeremy Harmer (2007) in his book ever mentioned that while eclecticism provides flexibility, it could also potentially result in a lack of consistency, as teachers may not always know how to combine approaches effectively. Then, the last disadvantage was planning complexity (combining methods can be time-consuming). Jack Richards and Theodore Rodgers (1986) as cited in Bhuiyan (2019) stated that eclecticism can be highly effective, it requires careful planning and continuous adaptation, which might overwhelm teachers, especially the teacher without adequate experience or time for reflection.

In brief, integrating techniques from several methods makes eclectic method is particularly effective for students who may not respond well to a single approach. However, there are several things to be considered in making all the methods integrated well. They may consider the challenges or disadvantages before implementing it.

2. Method

The research employed used case study with qualitative research design. Qualitative research aims to obtain a full picture of a matter according to the human perspective studied. The method cannot be calculated by numbers. Qualitative research goes directly to the particular setting of interest to observe and collect the data (Franklin et al, 2012). Meanwhile, Case study was an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003:13).

According to Atmowardoyo (2018) claimed that case study as the study refers to an in-depth examination about individual, a unit of organization, or a particular event with probably special characteristic. Case studies provided researchers with an opportunity for greater depth of understanding of an issue (Stake, 2010). The case study design was preferred as a research strategy when "how," "why," and "what" questions are the interest of the researcher (Yin, 2018).

Based on the description above, the researcher assumed that case study was relevant for this research. The case study provided rich descriptive details of the challenges in implementing eclectic method faced by the English instructors. The insights gain here align well with many issues raise in relation to English instructors' methods in teaching speaking. The case study was beneficial for English instructors and other researchers to learn something new about the study topic which is eclectic method from a non-formal education, namely Global Learning Center to better understand.

The researcher analyzed the challenges faced by English instructors at Global Learning Center in Palangka Raya when implementing eclectic method. This study involved three English educators who were selected based on their teaching experience. Purposive sampling was used considering only two English instructors with 6 years teaching experience, one with 5 years teaching experience, and the others were 3 years experiences. Therefore, the researcher chose 3 English instructors to represent the whole sample. The sample of this study consisted of two males and one female working in a variety of formal schools in Palangka Raya city. They were working as teacher in public school, private school with international-standard school in Palangka Raya and interpreter in some international events. The teaching experience they had in Global Learning Center was three years, five years, and six years. The three English instructors coded as YN (3 years experienced), VR (5 years experienced), and RY (6 years or more experienced). By interviewing the English instructors with different teaching experience, the researcher found out how the implementation of eclectic method carried out in different teaching styles.

The instruments of collecting the data were interview and documentation. First, the researcher prepared a list question as guidance to know the English instructors' opinion

regarding the challenges in implementing eclectic method. The interview was conducted in order to get clear and depth-understanding of the participants' challenges when implementing the eclectic method. The researcher asked 3 questions which were 'Why do English instructors at Global Learning Center choose to implement the eclectic method in teaching speaking skills?', 'What are some common challenges faced by English instructors when implementing the eclectic method in teaching speaking?', and 'What difficulties do English instructors face when trying to balance different teaching methods within the eclectic approach in a speaking class?'

The technique of data analysis proposed by Miles and Huberman (2014) as follows:

1. *Data Reduction*
   At this stage, the data reduction process was begun by selecting necessary data related to the challenges in implementing eclectic method.
2. *Data Display*
   Data display was done after the data had been reduced or summarized. The data obtained from interview were analyzed and presented in descriptive form.
3. *Conclusion*
   The last step was done by drawing conclusions or verification. The conclusions from interview presented were made with the support of strong and valid evidence found at the time of data collection. This conclusion answers the research questions raised by the researchers from the beginning. In this research, the conclusions presented as descriptive narratives.

3. Findings and Discussion

Based on the interview result of three English Instructors with YN (3 years teaching experience), VR (5 years teaching experience), and RY (more than 6 years teaching experience), there were found several challenges from different perspectives when implementing the eclectic method at Global Learning Center. The result of the interview was tabulated as follows.

Table 1. English instructors' interview result

1st Teacher (YN)	
1. Why do English instructors at Global Learning Center choose to implement the eclectic method in teaching speaking skills?	There are two prominent variables: HOTS (Higher Order Thinking Skills) and LOTS (Lower Order Thinking Skills) and Active and Passive students because there is variation in students' abilities and learning styles so that the needs of different methods very require to ensure that all students develop evenly. For example, a combination of Student-Centered Learning and Teacher-Centered Learning. Teacher-Centered Learning where the instructor still controls the class by asking questions based on the students' ability or levels,

		explaining, and providing feedback. The teacher as a facilitator. Student-Centered Learning where students still active in Q&A or individual presentations.
2.	What are some common challenges faced by English instructors when implementing the eclectic method in teaching speaking?	• Inadequate planning when designing lessons can make the class ineffective, especially in classes with a lot of interaction or active classes. When doing pair-based Q&A, student-based learning can become a boomerang because it leads to students chatting a lot, losing focus, and talking to each other, so it makes it harder to control. • Next challenges are for passive students because they may feel uncomfortable or lack confidence during presentations because they prefer teacher-centered learning. The reason is they like to listen to the teacher first due to their introverted personalities.
3.	What difficulties do English instructors face when trying to balance different teaching methods within the eclectic approach in a speaking class?	• The difficulty is when there is a gap between students with low ability and those with high ability. • The time for waiting the turns to present or for the next activity can make students confused about what to do.
2ⁿᵈ Teacher (VR)		
1.	Why do English instructors at Global Learning Center choose to implement the eclectic method in teaching speaking skills?	• The targets to be achieved are varied; it can't be achieved with just one method. • Speaking, where children speak more (student-centered learning with more practice, the teacher as a facilitator and prepares various topics, paying attention to pronunciation, intonation, and using different teaching styles, then there is listen and repeat, where the teacher demonstrates first).
2.	What are some common challenges faced by English instructors when implementing the eclectic method in teaching speaking?	• First challenge is a new class where the children are more diverse, some of them already have basic knowledge of English, while most do not know English at all, and even their word stocks is non-existent). • Many new students are shy and do not want to speak. • Many old students are also lazy to speak. • There is a skills gap (classroom management and time management)/process and time limits.
3.	What difficulties do English instructors face when trying to balance different teaching methods within the	• There must be a balance between the methods used and the time duration available in the GLC. • Time management in the classroom. • More encouragement for those who are reluctant to speak in class.

eclectic approach in a speaking class?	• Conversations should be encouraged (for students who is quiet) where extra time is required.
3rd Teacher (RY)	
1. Why do English instructors at Global Learning Center choose to implement the eclectic method in teaching speaking skills?	• It allows to make different teaching styles/perspective • It important for students' need • It can improve teaching speaking skill in different way
2. What are some common challenges faced by English instructors when implementing the eclectic method in teaching speaking?	• Planning the best lesson plan • Make the best way to enhance students' progress • Make sure the students know the different teaching style • Managing the time effectively
3. What difficulties do English instructors face when trying to balance different teaching methods within the eclectic approach in a speaking class?	• Managing the time so all the activities can be fitted into the lesson plan • Keep the lesson plan organize and easy to follow by the students

Based on the interview result of three English Instructors coded YN (3 years teaching experienced), VR (5 years teaching experienced), and RY (6 years or more teaching experienced), there were found several challenges when implementing the eclectic method at Global Learning Center.

3.1. Managing the time effectively

In implementing the eclectic method which combined more than 1 method was a difficult thing. The English instructor also thought the same that the challenge was managing the time effectively. The eclectic method can be done perfectly only if the English instructor master various methods as well as managing the allocation time. Similarly, Irwandi (2020) stated that teachers must master various methods of language teaching, and have the ability to choose the advantages of each method to be used appropriately so that it can lead to the achievement of learning and teaching goal.

Therefore, the use of eclectic method made the instructor needed to bond with their class to know what kinds of methods should be used in their class. Wekke and Maryam (2017) stated that the shortcoming of eclectic method was wide complexes material with available times. In the same time, topic of the lesson played a big part in choosing a suitable method.

Managing the time so all the activities can be fitted into the lesson plan. - R (6 years experienced)

There is a skills gap (classroom management and time management)/process and time limits. - V (5 years experienced)

In addition, time management during the teaching process was also a challenge, especially in managing the activity idea in the students' waiting time to present their tasks. The other English instructor YN mentioned the boredom and confusion from the students who waited their turn to present was a challenge. The teacher experienced that the students was lose focus, confused, or bored while waiting their turn in doing presentation. So, it was a challenge for the English instructor to create additional activities within the time limitations of the English course.

The time for waiting the turns to present or for the next activity can make students confused about what to do. - YN (3 years experienced)

To sum up, the first challenge of time management in implementing eclectic method related to how to fit various types of methods in a lesson plan, implement all the activities within the short availability of time in English course or non-formal education, and find fun activity for the students' waiting time interval in presenting the task. The teacher must prepare an alternative in order to manage the time effectively because they students can be bored, confused, and lose focus.

3.2. Students' gap and diversity

Diverse and gap was something common that occurred in the learning process as well as the students at Global Learning Center. The students in the English course came from different schools with diverse background, culture, personality, and level of understanding. One of the English instructors revealed that the classroom's diverse gap felt in a new class. She explained that the students' different prior knowledge in English affect their gap level of understanding in English vocabulary or fewer word-stocks.

A new class where the children are more diverse, some of them already have basic knowledge of English, while most do not know English at all, and even their word stocks is non-existent) and many new students were shy and did not want to speak. - VR (5 years teaching experienced).

The instructor VR faced a challenge mostly in a new class where the children were more diverse, some of them may already had basic knowledge of English, while most did not even know English at all. In worst case, some new students did not have any word stocks is English. VR explained that the students' different basic knowledge in English was challenge due to their gap level of understanding in English vocabulary or word-stocks. Then, the gap in class would affect to many of them became shy, unconfident, lazy, and even did not want

to speak in English. The same challenge also occurred in other English instructor experienced where the passive students felt uncomfortable or lack confidence during presentations because they prefer teacher-centered learning or due to their introvert personality.

> *Next challenges are for passive students because they may feel uncomfortable or lack confidence during presentations because they prefer teacher-centered learning. The reason is they like to listen to the teacher first due to their introverted personalities.* - YN (3 years teaching experienced)

The research conducted by Verma *et al* (2016) about effect of self-confidence on elementary academic performance in students' elementary school. They found that self-confidence can also affect elementary students' academic achievement based on low and high levels of student self-confidence. Specifically, Verma *et al* (2016) figured out that there was significant difference in academic performance among low-confidence and high-confidence students. In their study, confidence is the most important factor in learning English, so lack of confidence can affect the learning process in young learners.

Furthermore, the students' gap also referred to the students with High Order Thinking Skill (HOTS) or fast learner and Lower Order Thinking Skill (LOTS) or slow learner. Every class whether it was formal or non-formal education must have a gap between the students. YN also experienced the gap between students with low ability and those with high ability. The low ability student referred to the passive students and high ability was active students.

> TL: *"The difficulty is when there is a gap between students with low ability and those with high ability."* - YN (3 years teaching experienced)

Managing the diversity of classroom interactions and attending to the cues and events which are most relevant for understanding them hinges on sophisticated cognitive processing (Berliner 2001; Copeland et al. 1994; Van Es and Sherin 2002). In short, the classroom management was very important for narrowing the gaps between HOTS students (fast learner) and LOTS (slow learner) or passive and active students and controlling and monitoring the students' diversity. The different gap of students became a challenge for English instructors because they need to choose the best learning method to cover that big gap even though the students' level and interest are different from one to another.

3.3. Designing an appropriate lesson plan using eclectic method

The teachers' responsibility was making an effective and fun teaching and learning process and one of the ways to make it happen was by creating an appropriate lesson plan. Related to eclectic method, the English instructors at Global Learning Center found that designing appropriate lesson plan with eclectic method approach was challenging because they needed to combine two or more methods. Alam & Sutana (2021) mentioned that combining different approaches may cause conflict in language teaching and learning where students may fail to adapt both methods simultaneously. English instructors YN gave an example when the lesson

plan was poorly made can affect the students to behave badly by chatting during the lesson, losing concentration, and talking to each other and it would be hard to control.

> *Inadequate planning when designing lessons can make the class ineffective, especially in classes with a lot of interaction or active classes. When doing pair-based Q&A, student-based learning can become a boomerang because it leads to students chatting a lot, losing focus, and talking to each other, so it makes it harder to control.* - YN (3 years teaching experienced)

Following that, if the instructor did not create a structure and well-made lesson plan, then the students would also feel hard to understand the material or follow activity. Additionally, the head of Global Learning Center ever mentioned that integrated many methods in lesson plan was difficult, especially for inexperienced instructor which was the tutor with teaching experienced less than 3 years.

> *The instructor RY also stated that planning the best lesson plan and keep the lesson plan organize and easy to follow by the students is a challenge.* - RY (6 years teaching experienced)

> *One of the challenges in implementing the eclectic method is integrating various teaching methods into the lesson plan. This can be seen in the difference between experienced teachers with more than five years of teaching experience and inexperienced teachers with less than three years; their lesson plans tend to differ.* - Head of Global Learning Center

A study by Alsayad *et al* (2019) found that 44.2% of secondary school teachers strongly agreed they could not prepare English lessons using eclectic methods that matched their students' skill levels. This clearly shows how tough it was to put the approach into practice, as many teachers struggled to create lessons that suited their students' English-speaking abilities. In brief, making an adequate lesson plan is a challenge because the teacher needed to be competent, creative, and diligent in learning various teaching methods.

3.4. Motivating the students to speak

Every human has different habit to study as well as a student. There was a student who like to study by listening to music and there was a student who like to study in quiet or silent environment. There was visual, auditory, and kinesthetic learner. A visual learner prefers the use of pictures/images, auditory learner prefers debate, and discussion, and a kinesthetic learner prefers activities that involve touch, simulation, and movement (Owen & Burnett, 2014 as cited in Fitria, 2023). In eclectic method, the teacher needed to motivate the students be interest and fun during the learning environment. Related to that, the challenge by the English instructor was to motivate the students to speak English because they were shy and unconfident. Although the methods were variative, but the students still felt uncomfortable due to their dislike of English or think that English is difficult.

TL: "More encouragement for those who are reluctant to speak in class. Conversations should be encouraged (for students who is quiet) where extra time is required." – VR (5 years teaching experienced)

Make sure the students know the different teaching style. – RY (6 years teaching experienced)

English instructor VR also said that the teachers' challenge was to motivate those students in order to speak and at the same time thinking the extra time for them. As the example, they needed an extra time in preparing before doing the conversation. In addition, the other English's instructor stated that challenge in implementing the eclectic method was to make sure the students know the different teaching style. RY thought that by knowing different teaching style, the students will be more motivated to learn English because they learned it in different ways all the time so the learning activities will be not monotone. In short, the English instructor must motivate the students to speak English by making them comfortable because many of them were shy and unconfident. Due to the eclectic method, even when the methods were variative, the students still felt uncomfortable caused by their hate and mindset that English was difficult.

4. Conclusion

The challenges in implementing the eclectic method in teaching speaking at Global Learning Center were classified into four challenges based on English instructors, they were as managing the time effectively, students' gap and diversity, designing appropriate lesson plan using eclectic method, and motivating the students to speak.

Based on the finding of this study, the researcher withdraws some recommendations and suggestions that hopefully could be beneficial for the teachers, the other English course, and the other researchers who wants to research the same topic of theme with this research. Hopefully, this research can give an insight for teachers that they must always well-prepared in combining several methods in each learning process that will be beneficial for their students' need. Before applying the eclectic method, the teacher needed to prepare the lesson plan well to manage the time well. The eclectic method requires many activities so the teacher sometimes did not have enough time to complete all the activities due to the poor time management. It means that time management is very important to make the learning process effective and in accordance with the lesson plan.

For the other researcher who wants to investigate and examine eclectic method, this research can be a good reference. This research is also expected to be a guide for prospective English course in the future, that success in a learning process is very much influenced by how teachers teach with methods that can cover the students' need. This research will be a good idea or insight if they want to apply eclectic method in their teaching process in order

to create a fun, flexible, and effective teaching. And also, can make students like the class with pleasure.

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