The Application of Eclectic Method in Teaching Young Learners in X1 English Course in Makassar.

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Abstract: This study aimed to investigate the Eclectic methods applied by teachers in X1 English course in Makassar in teaching Young Learners (YL). The subject of the study was that the teachers in X1 English course who taught Young Learners program. The focus of the research was the activities during the class in relation to the teachers' methods and before or after the class in relation to the students' responses on the teachers' performance. This research employed a descriptive case study with qualitative research design. The main instrument of the study was the researcher herself. In completing the data, guide interview, and field-notes were used. The data and sources of the data were what the teachers did in classrooms concerning the research questions. The additional data were also taken from the students, staffs, and the teacher themselves in interview and observation. The data analysis was carried out by following the grounded theory procedures and technique comprised three steps: open coding, axial coding and selective coding. The finding of the study revealed some critical incidents pertaining to the eclectic methods applied by the teachers. The teachers applied eclectic methods by adapting five teaching methods in ELT in teaching Young Learners students such as Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, Total Physical Response (TPR), and Communicative Language Teaching (CLT). Based on the students' Progress Report of the students, the teaching methods applied in the class impacted on good achievement of students as the consequence.

Key Words: Eclectic Method, Young Learners.

1. INTRODUCTION

English subject is one of the subjects which is studied by students from elementary school to tertiary level. For many years, lecture method was the most widely used in many schools. McIntosh (1996) observed that lecturing is frequently a one-way process unaccompanied by discussion, questioning or immediate practice which makes it a poor teaching method. Most schools in Indonesia employ some forms of lecture teaching method to teach students. However, the usefulness of other teaching methods is being widely examined today.

Students have learnt English for years, but the fact can be seen now is that we rarely find students of high school who can speak English well. Based on this reality the parents try to find solution for their children by giving additional lesson in order to make their children's English improved considering that it is International language which they surely need in the future. It seems that parents don't really rely on school then finding course place for their children is one of the solutions.

X1 English courses are spread out in some strategic points in Makassar. The location is near from schools and university and also easily to be accessed by using public transportations. The X1 English courses are available in some points in Makassar. The strategic location is one of the factors to attract the students because it enables the students to access the places directly from their school without being accompanied by their parents. Another possible factor of why many

people come to study in X1 English course is that the teaching methods they apply in the class. This can be seen from the number of skip students X1 English course has, it is more than 80% of the students skip from one level to the higher one in every month. Based on the pre-observation that the researcher has done, usually the students register for one level or one month only, and during their study, when they like the teacher, the method, the atmosphere in the class, and the progress of their English, then they will skip or register to the next level. From this phenomenon, it is obviously seen that the teaching method also has important role in attracting people to study in certain institutions. From many factors of why X1 English course become the most favorite English course, the researcher is interested to examine deeply on the last factor which is the teaching method applied by teachers in X1 English course.

1.1 Problem Statement

Based on the background above, the researcher formulated the following problem statements.
1. What kinds of eclectic method applied in teaching Young Learners in X1 English course?
2. How does the eclectic method impact student's achievement in English?

1.2 Research Objective

The following points are considered as the objectives of the research.
1. To examine the kinds of eclectic method applied in teaching Young Learners in X1 English course
2. To investigate how the eclectic method impact student's achievement in English.

1.3 Significance of the Research

Since relatively little attention has been paid to the students' English improvement, so the result of this research is expected to help teachers to improve their teaching skill and find a good method to teach students in order to get better improvement. Besides, the result of this research hopefully can be reference for the teacher to be used in the class and also for those who are going to find English course or who are running the English course right now.

1.4 Focus of the Research

This research is limited to elaboration of the Effective teaching methods in ELT Applied by teachers in English course in Makassar. The subject of this research focused on one of the centers of X1 English course which is located in Jl. A.P Pettarani Makassar.

2. REVIEW OF RELATED LITERATURE

This chapter covers previous related studies, some pertinent ideas which include the definition of eclectic method and teaching method. Teaching methods in this case includes grammar translation method, the direct method, the audio-lingual method, the silent way, suggestopedia, community language learning, the total physical response method, and communicative approach

2.1 The Definition of Eclectic Method

Eclectic method becomes popular right now since this method considered as the method that can fulfill the students need. According to Kumar (2013:1) Eclectic method is the combination of different method in teaching and learning approaches. Every method has their own strengths and weaknesses and by applying eclectic method the teachers can cover the weaknesses of certain method and adopt and combine the teaching method based on the need of their students. Gao (2011) stated that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a through and holistic understanding of all theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, material available, how language is learned and what teaching is all. In addition, Gao (2011:1) described eclectic approach as – not a concrete, single method, but a method, which combines listening, speaking,

reading, and writing, and includes some practice in the classroom.

The eclectic method is actually very helpful for teachers in teaching because not every teacher can adopt the whole one method in teaching considering their class needs. Kumar (2013:2) actually stated that the purpose of advocating eclectic methods is to connect life experiences to the ideas presented in learning of language. The types of learning activities the teachers selected usually related to experience in the real world based on their students need. What is important for teachers is to get the students to be able to achieve the goal of teaching.

Ali (1981:7) lists the following principles of eclecticism: a) teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson, b) there is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom, c) learners can see different kinds of teaching techniques, using different kinds of teaching aids, that help to make lesson much more stimulating and ensures better understanding of the materials, d) solving difficulties that may emerge from the presentation of the textbook materials, e) finally, it saves both time and effort in the presentation of language activities.

2.2 Teaching Methods

Method means a particular way of doing something (Cambridge Advanced Learner's Dictionary 3: 2008). Teaching methods can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. When a teacher is deciding on their method, they need to be flexible and willing to adjust their style according to their students. Student success in the classroom is largely based on effective teaching methods.

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways: Questioning, explaining, modeling, collaborating, and demonstrating.

A teaching method that includes questioning is similar to testing. A teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Testing is another application of questioning. A teacher tests the student on what was previously taught in order to identify if a student has learned the material. Learning can be done in three ways- Auditory, Visual, and Kinesthetic. It is important to try and include all three as much as possible into the lessons. There are many kinds of methods that the teacher can use in teaching language, Larsen (1986) divided the methods into some, such as Grammar translation method, direct method, audio-lingual method, the silent way, suggestopedia, community language learning, the total physical response method, and the communicative approach.

3. RESEARCH METHOD

3.1 Research Design

Atmowardoyo (2010) defined 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. The main purpose of the study is to examine the effective teaching methods applied by teachers in X1 English course in each program such as Young Learners (YL) and how those methods impact on students' achievements.

3.2 Site and Respondent

The subject of this research is one teacher as the representatives of X1 English course's teachers who teach Young Learners Class.

3.3 Research Instrument

In collecting the data, the researcher herself was the key instrument. The researcher was the observer and the interviewer of this research in order to collect valid data. And then the data obtained was analyzed by using systematic technique which has been determined.

3.4 Data Collection Procedure

3.4.1 Nonparticipant observation
Nonparticipant observation is observation in which the observer is not directly involved in the situation being observed (Gay et.al 2006). In this research, the researcher collected the data by using non-participant observation. The data was collected by doing observation for the teachers and students in the classroom.

3.4.2 Semi-structured interview
Semi-structured interview is little more than a casual conversation that allows the qualitative researcher to inquire into something that has presented itself as an opportunity to learn about what is going on at the research setting (Gay et.al:2006). In this research, the researcher conducted the semi-structured interview and the data from the interview was collected by taking notes and audio recording.

3.4.3 Document examination
Document examination is also one of data sources which can be in the form of written or visual that can contribute to our understanding of what is happening in the classroom. The researcher collected the teaching materials given. The students' worksheet and the textbook were the source of data and were examined by the researcher as well.

2.5 Technique of Data Analysis

To analyze the data collected, the researcher applied the following steps:

2.5.1 Examining the fields note containing all the data collected
2.5.2 Open coding which is done through the following steps:
    2.5.2.1 Naming the phenomenon (choosing the observation result with the name which represent the phenomenon)
    2.5.2.2 Categorizing the conceptual label and naming the category.
    2.5.2.3 Developing the category from property and dimension side.
2.5.3 Axial coding (combining and associating the category after doing open coding)
2.5.4 Selective coding (the process of choosing core category, relate it with other categories systematically, validate those categories, revise and develop the category if necessary (Atmowardoyo, 2008))

4. FINDINGS AND DISCUSSION

4.1 Description of Findings

4.1.1 Concept/ phenomena in X1 English course and the learning process.
After doing the open coding of identified phenomena from some field notes, the researcher found out some concept or phenomena which are related to X1 English course and the learning process in the class and out of the class. Those phenomena are categorized in core category as the teaching procedure of Young Learners. Which is presented in the following open coding.

Table 3.1 The Result of Open Coding

Category: Teaching Procedure of Young Learners (YL)

4.1.2 Paradigmatic relationship among phenomena

The second step of analyzing the data as mentioned in chapter III is axial coding. Axial coding is aimed to recombine and correlate the data identified through open coding. This combination is done to correlate one category to other categories and categories with subcategories. The focus of this step is that to specify the phenomena from it causal condition to occur, another causal context, action strategy decided, and the consequence resulted. Therefore the following paradigmatic form applied: Causal Condition→ Phenomena → Context → Intervening Condition → Action Strategy → Consequence (Atmowardoyo: 2010). The result of this step is presented in table 4.9 on page 110. The table shows some critical incidents in learning process which lead the teacher to apply certain tactics as part of the teaching method itself.

Table 3.2 The Result of Axial Coding Paradigmatic Relationship among Phenomena

Causal Condition	Phenomena	Context	Intervening Condition	Action Strategy	Consequence
Students are required to memorize some passwords before enter to the class	T gives reward for the students	Students memorize the passwords	Happen in the class after mentioning the passwords.	T use ticket and point as reward for students	Students memorize the passwords perfectly
Students may not speak Bahasa in the class, may not disturb or mock friends, and other bad attitude.	T gives punishment for the students	Students speak bahasa, mock friends, disturb friends, etc	Happen in the class during the learning process	T use ticket and point as punishment	Students stop speaking in Bahas, disturbing friends, etc.
Students have to	T use concep	T wants to check	Happen in the	T asks the	Students pay

Concept/ phenomena	Subcategory	Property	Dimension	Description of Data
The T stands in front of the class and starts checking the passwords to one by one student	Passwords checking	Purpose/ aims Frequency Number of words Duration	Vocabulary building Discipline Every meeting 3 to 5 words every meetings 3 to 5 minutes	FN 01,02,05,06,08
Every time before the teachers starts the lesson, she checks the stationary, and the parents' signature in the students' journal.	Stationary checking	Purpose Frequency Items Duration	Discipline Every meeting Students book, workbook,notebook, students journal, color pencil, scissors, glue 3 to 5 minutes	FN 01,02,05,06,08
The teacher puts students in group for certain activity and the group will change as the activity change	Grouping	Purpose Groups Frequency Duration	To teach students how to work in team Small group, pairs Sometimes/ before doing certain activities 2 to 5 minutes	FN 01,08
Before presenting the lesson, the teacher always ask the students about their previous lesson	Review/ warming up/ lead in	Purpose/ aim Frequency Duration	To review the previous lesson, to cheer the students up, to bring the students in with the lesson every meeting 5 to 10 minutes	FN 01,02,05,06,08
The teacher presents the lesson in simple way.	Presentation	Purpose Frequency Duration	To introduce the students with the new lesson in simple way to avoid boredom and difficulties every meeting 10 to 15 minutes	FN 01,02,05,06,08
The teacher asks the students to do the exercise available on the students' book or workbook	Language Practice	Purpose Frequency Duration	To ensure that the students catch the point of the lesson presented Every meeting 10 to 15 minutes	FN 01,02,05,06,08
The teacher applies fun activities to get the students practice the skill	Skill practice	Purpose Frequency	To get the students practiced their skills every meeting 10 to 15 minutes	FN 01,02,05,06,08
The students fill in the journal and show it to the parents later on when they get home.	Filling in the journal	Purpose/ aim Purpose	To enable the students to write their reflection To enable the parents to control their children's progress	FN 01,02,05,06,08

pay attention to the T' explanation in the class.	t checking questions	the students understanding about what has been explained	class after giving explanation or instruction	questions in concept checking form	attention to the T's explanation or instruction
Students are required to have 90% attendance in the class so they can get better improvement.	T gives extra attention to the students	Students who have many absences and the weak students.	Happen in the class out of normal schedule	T gives extra class and make up class to cover students' missing class	Students have required attendance and get better improvement.

4.1.3 Core category

The next step of analyzing the data is that selective coding which is the process of choosing the core category, correlating the core category with other categories systematically, validating the relationship, and completing the categories need revision. The result obtained in this process is the story line which reflects the core category. Story line is short conceptualization of description about incidents related to phenomena of the focus of the research (Atmowardoyo: 2010).

In this case, the main phenomena are the learning process in the class in X1 English course in relation to the teachers teaching methods. Specifically, those phenomena cover the teaching procedure of the teachers in the class, and the impact on student's achievement as the consequence of the teaching methods applied in the class. Based on the description of phenomena in the previews part of this chapter, the story line of this research is formulating as follows:

> One of the program in X1 English course is Young Learners program. Young Learners (YL) program applied eclectic method which combines five teaching methods in ELT such as Grammar Translation Method (GTM) by asking students to memorize some vocabulary every meeting, Direct Method in teaching

students by using picture and speak in target language all the time, Audio Lingual Method in giving limited vocabulary for the students and giving reinforcement for the effective response done by the students, Total Physical Response (TPR) by involving a lot of physical movement and the idea of fun learning, and Communicative Approach or Communicative Language Teaching (CLT) in adapting the three principle, such as communication principle, task principle, and meaningfulness principle.

As the consequence, the teaching methods applied in both Young Learners and Young Adults program give positive impact on the students' achievement in English. It is shown from the Students' Progress Report (SPR) made by the teachers as the result of students' progress test.

From the story line, it was identified the core category which is supported by other categories. The category is the teaching methods applied by the teachers in Young Learners program. And then another one category which is the impact of the teaching methods applied brings good impact on the students achievement in English occurs as the consequence. The categories are the focus of the research so it is classified as the core category. The other category such as the teaching procedures of YL program and the response of students on teaching methods are not elaborated completely in the story line because they are subsidiary category. Those categories are called peripheral categories.

4.1.4 The relationship between core categories and peripheral categories

The identification of relationship between core categories and peripheral categories is done systematically by using the following paradigm pattern: a). causal conditions that cause the occurrence of phenomena, 2). the phenomena themselves, 3). the background causes of certain action, 4). the action themselves, and 5). the

consequences of the actions. By using this form, the relationship between core categories and other categories can be elaborated in some pattern.

a. Grammar Translation Methods → memorizing passwords → Students' vocabulary increased.

b. Direct Methods → Speak in target language and using picture in teaching → students get the point of presentation easily.

c. Audio Lingual Method → teaching limited vocabulary → students memorized passwords or vocabulary easily without any complains.

d. Total Physical Response (TPR) → the teaching procedure involved physical movement and fun activities → students are enthusiast without feeling bored to study in the class.

e. Communicative Language Teaching (CLT) → communication principle, task principle, and meaningfulness principle → students' language ability improved.

f. Community Language Learning (CLL) → Free conversation and small group task → all students involve in the activity and being closer with the teacher.

4.2 Discussion of Findings

As qualitative case study research which adapted the grounded theory design, this research has obtained a theory of language teaching which was elaborated based on the data. In general, the theory covers the effective methods in English language teaching applied in the most popular English course in Makassar and its supporting factors. Specifically, the teaching methods applied to teach young learners and the impact of those methods on students' achievement in English.

4.3 Eclectic methods of young learner program

The researcher found that the teachers in X1 English course applied eclectic method in teaching their students. The teachers of YL program combine five teaching methods in ELT in teaching their students. The ELT methods that the teachers adapted in their teaching procedure

are Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, Total Physical Response (TPR), and Communicative Approach or Communicative Language Teaching (CLT).

The teachers considered adapted the GTM, as discussed on page 19 to 21, in their teaching procedure because they still rely on the students' memorization in building their vocabularies in which the memorization is one of the principal characteristics of GTM according to Richards and Rodgers (1986). He said that one of the principal characteristics of GTM is that vocabulary selection is based on the reading text used, and the words are taught through bilingual word lists, dictionary study, and memorization. The students have to memorize some vocabularies as passwords before they enter to their class; the passwords were given in the previous meeting so the students have plenty of time to memorize. Besides that, the number of passwords are limited from 3 t0 5 vocabularies each meeting. Limited number of student's password aimed to avoid boredom and difficulties of students in memorizing.

The adaptation of Direct Method is also considered done by the teacher because they use picture, pantomime, and realia in their teaching procedure. The basic premise of Direct Method is to teach students how to communicate in the target language. According to Larsen-Freeman (1986:24) the objective of using picture, pantomime, and realia is that to teach the students how to use the language spontaneously and orally. The basic rule of Direct Method is that no translation allowed. This rule is supported by Richards and Rodgers (1986:9-10) about the principal and procedure of the direct method, he said that the new teaching points are taught through modeling and practice and the instruction is conducted exclusively in the target language. This principal is along with the YL teaching procedure where the students and the teacher speak in the target language before, during, and after the class.

The other teaching method in ELT that the teacher adapted in their teaching procedure is Audio Lingual Method because the teachers teaches limited number of vocabularies to the students and give reinforcement to the students who give effective respond. This technique is supported by Brown (1994:57) opinion about the

key features of The Audio-Lingual method, in point e and i he said that the vocabulary is strictly limited and learn in context and the effective responses are immediately reinforced. As discussed in preceding paragraph that the number of vocabulary given to the students are limited to everyday vocabularies or the vocabularies which are related to the lesson of the day. The teacher uses the new vocabulary at that day as password for next meeting, and when the students can mention the passwords they will get number of ticket based on their class agreement.

The next teaching method in ELT which is also adapted by the teacher of X1 English course in their teaching procedure is Total Physical Respond. The adaptation can be seen from some activities which are fun and relay much on the physical movement as the characteristic of TPR. This procedure is supported by Asher's (1977) opinion about the idea of TPR method. He said that learning should be fun and as stress-free as possible. In running certain activities, the teachers give instruction in very clear way in target language. Usually the teacher gives commend and the students act out the activity and again this technique is supported by Asher's (1977:43) opinion about the key feature of TPR. He said that in TPR, the instructor is the director of a stage play in which the students are the actors.

The last teaching method in ELT adapted by the teacher of YL program in their teaching procedure is Communicative Approach or Communicative Language Teaching (CLT). David Nunan (1991:279) listed five characteristics of Communicative Language Teaching; three of them are an attempt to communicate through interaction in target language, an enhancement of the learners' own experience as important contributing elements to classroom learning, and an attempt to link classroom language learning with language activation outside the classroom. These characteristics listed by Nunan are applied by the teachers of YL program in their teaching procedure.

The adaptation of CLT in YL teaching procedure is also supported by Richards and Rodgers (1986) about the three elements of underlying learning in some CLT practices which are along with the idea of teaching YL students in X1 English course. According to him there are three elements of an underlying learning of CLT practice, the first is communication principle (activities that involve real communication that promote learning), the second element is task principle (activities in which language is used for carrying out meaningful task promote learning), and the third id meaningfulness principle (language that is meaningful to the learners support the learning process).

5. CONCLUSION

Based on the description of finding in the preceding subchapters, the researcher found that the teachers in X1 English course applied eclectic teaching method in teaching their students. The teachers of YL program combine five teaching methods in ELT in teaching their students. The ELT methods that the teachers adapted in their teaching procedure are Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, Total Physical Response (TPR), and Communicative Approach or Communicative Language Teaching (CLT). Based on the Students' Progress Result showed in previews chapter, it can be inferred that the teaching method applied by the teachers in the class has effectively bring a good impact on students' achievement.

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