

Implementing Eclectic Method for ELT through Distance Learning during the Covid-19 Pandemic

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Received: November 2020

Accepted: November 2020

Online Published: Desember 2020

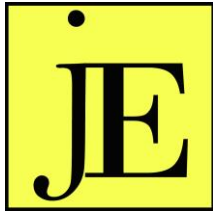
This article argues that teaching English through distance learning during the Covid-19 pandemic requires an appropriate teaching method. This is since English language teaching (ELT) is not only aimed at guiding learners to master language skills, but also to learn independently and have a positive attitude towards learning English. To achieve this goal, this article promotes the implementation of the eclectic method to ELT for Junior and Senior High School learners through distance learning. Through the library research method, this research discovers the concept of distance learning, the characteristics of the eclectic method and its application strategy. Five main strategies are proposed for applying eclectic method, namely providing meaningful learning activities, finding eclectic features in various language teaching methods, applying contextual learning, giving various assignments, and providing differentiated feedback. It is concluded that beside to mediate the various language teaching methods with their strengths and weaknesses, this method also becomes a vehicle to lead the learners to learn English language independently. In brief, the eclectic method is feasible for English language teaching through distance learning during the Covid-19 pandemic.

Keywords: *eclectic method, English language teaching, distance learning*

Abstrak

Artikel ini bertitik tolak dari gagasan bahwa pengajaran bahasa Inggris yang dilakukan secara jarak jauh selama pandemi Covid-19 membutuhkan metode pengajaran yang tepat. Hal ini disebabkan pengajaran bahasa Inggris tidak hanya ditujukan untuk membimbing peserta didik untuk menguasai keterampilan bahasa, namun juga membimbing mereka untuk mampu belajar secara mandiri dan memiliki sikap positif terhadap pembelajaran bahasa Inggris. Untuk mencapai tujuan dimaksud, artikel ini menawarkan penerapan metode eklektik untuk pengajaran bahasa Inggris secara jarak jauh untuk peserta didik di Sekolah Lanjutan Pertama dan Sekolah Lanjutan Atas. Melalui metode penelitian pustaka, penelitian ini menemukan konsep pembelajaran jarak jauh, karakteristik metode eklektik dan strategi penerapannya untuk pengajaran bahasa Inggris secara jarak jauh. Terdapat lima strategi utama untuk menerapkan metode eklektik, yaitu menemukan ciri-ciri eklektik dalam berbagai metode pengajaran bahasa, memberikan kegiatan pembelajaran yang bermakna, menerapkan pembelajaran kontekstual, memberikan tugas yang bervariasi, dan memberikan umpan balik yang dibedakan. Disimpulkan bahwa selain memediasi berbagai metode pengajaran bahasa dengan kelebihan dan kekurangannya, metode ini juga menjadi wahana untuk mengarahkan peserta didik belajar bahasa Inggris secara mandiri. Singkatnya, metode eklektik layak untuk pengajaran bahasa Inggris melalui pembelajaran jarak jauh selama pandemi Covid-19.

Kata kunci: *metode eklektik, pengajaran bahasa Inggris, pembelajaran jarak jauh*



INTRODUCTION

The corona virus pandemic, known as Covid-19, forced approximately 28, 6 million learners from elementary to high school and vocational schools in a number of provinces in Indonesia to be sent home. They must learn independently through a distance learning program. Meanwhile, the teaching and learning process is also stopped and transferred to an on-line system. At the global level, changes in the learning activity due to Covid-19 pandemic have also occurred very rapidly. Based on UNESCO data, there were only 29 countries implementing a policy of dismissing schools on March 12. That figure had grown to 112 countries on March 18, 2020.

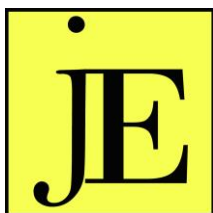
The implementation of distance learning during the Covid-19 pandemic also affects the English learning process in Junior and Senior High Schools. This impact is increasingly complex considering that learning English is not only related to the efforts of guiding learners to be able to use English, but also to be skilled in taking English tests, and what is no less important is to guide them becoming independent learner, recognizing their own learning strategies and keeping the positive attitude towards learning English. This condition is both a challenge and an opportunity for English teachers to use various methods in managing English learning virtually. Whatever platform used in teaching English virtually, the teachers must ensure that the process of learning English through a distance learning program during the pandemic runs smoothly. This is at least indicated by the high motivation and commitment of learners in carrying out tasks, there is mutual communication between teachers and learners, and learners know their competency achievement.

One of English teaching methods that can be employed in teaching English virtually is the eclectic method. The eclectic method is a language teaching method that combines the strengths contained in the various English teaching methods to be applied depending on the learning objectives and the learners' needs. The application of the eclectic method is expected to maximize the use of virtual learning media and ensure independent learning through distance learning runs as it should be.

Based on the background of the problem, this paper focuses on exploring the concept of distance learning, characteristic of eclectic method, and the strategy of implementing it to English language teaching for the Junior High School and Senior High School learners through distance learning.

METHODS

Library research method was employed in this research. This method was used to collect and analyze the data from any relevant references. The researcher also drew and integrated his ideas to formulate concluding remarks. This research was conducted on June 2 to August 29, 2020 in the central library of State Islamic Institute of Bukittinggi, the province of West Sumatera, Indonesia.



RESULTS AND DISCUSSION

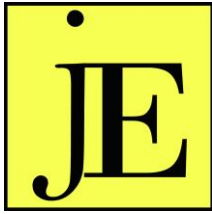
The Concept of Distance Learning

Distance learning is essentially any form of learning activity that eliminates the physical presence of teachers and students in the same place. However, a broader definition of distance learning provides a dividing line between unstructured self-learning and a more structured and organized distance learning. Currently, this model tends to be facilitated through digital technology, although the more traditional letter-based model is still technically an example of distance learning. Moreover, distance learning is often considered synonymous with terms such as "e-learning", "online learning", and "virtual classroom". However, this is not entirely true because e-learning or online learning is one of forms of distance learning. The broader definition of distance learning also includes old-style correspondence courses, in which the learning material is sent by post. For this reason, distance learning will not replace traditional educational models but provide a flexible alternative for many people who are busy with their activities.

The definition of distance learning also includes the explanation of its main characteristics. Distance learning has main characteristics, regardless of the model used, and these are: Firstly, it is organized by an institution, as opposed to non-academic self-study, which is characterized by the creation of learning group. Secondly, there are teachers, learners, and learning resources. Thirdly, there is a feature of inherent geographical separation between learners and teachers. Fourthly, learners stay connected via telecommunications. Fifthly, learners have a high intrinsic motivation to learn the material. When motivated properly, learners can learn well even if they do not come face to face with the teacher and do not get external incentives. According to the Self-Determination Theory (SDT), all humans have an instinctual need to determine their own destiny or be autonomous while still feeling competent and connected in relation to the environment. With high self-motivation and opportunities for learners to learn in their own way, it is hoped that distance learning will help participants achieve their final goals (Harnett, et al., 2011). The sixth characteristic is embracing self-efficacy and adapting to a new learning strategy.

Distance learning is a vital part of long-term education strategies. It provides learning strategies that can increase the efficiency and academic achievement of learners (Guzacheva, 2020). Learners can adapt to self-learning systems to succeed in a distance environment. Self-efficacy brings reactions that have the potential to lead to the improvements in learners' learning method (Cordero, et al., 2014). These main characteristics differentiate voluntary distance learning to learn information in their spare time through an unstructured manner.

Besides, distance learning can be hold in synchronous, asynchronous, and hybrid system. Synchronous distance learning is a type of distance learning that conditions teachers and learners to interact at the same time, even from different geographic locations. With this model, learners are usually required to participate in learning



activities at a certain time, which is facilitated by digital technology. This type allows the teacher to teach material in a structured manner, and makes students to interact in the learning group. Group chats, webinars, and other forms of video conferencing are the examples of synchronous distance learning. In contrast the previous model, asynchronous distance learning tends to provide a higher level of flexibility since it is done more individually without having to participate at the exact same time, although this can reduce interaction in the learning group. Teaching materials are provided in the form of video recordings, audio recordings, and correspondence letters or emails. The combination of asynchronous and synchronous learning produces the system of hybrid distance education. Through this system, students are required to complete their work by a certain deadline and submit them via an online forum.

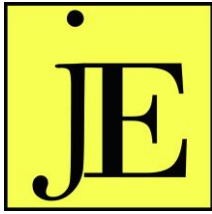
The success of distance learning is actually determined by the collaborative efforts between learners and teachers. In achieving the target of distance learning, learners must have self-management skills, especially the commitment to success, self-motivation, greater self-discipline, time management skill, and be familiar with their own learning strategies and style. These become the significant factor in determining the success of learners through distance learning. For this reason, the efforts of school to facilitate the learners to study through distance learning must be accompanied by their responsibility to take full advantage of this opportunity.

However, distance learning has several drawbacks. Learners are particularly vulnerable to a higher risk of online disruption. Without face-to-face meetings, learners' motivation to learn is prone to decline. In addition, learners who can study on their own can easily overcome this problem. On the contrary, learners who are unable to study independently and do not have scheduling skills will have many obstacles during the distance learning.

The Concept of Eclectic Method

The eclectic method arises from the realization that there is no truly superior and effective method of teaching foreign languages because each language teaching method has strengths and weaknesses. Thus, based on the shortcomings of the method, Li (2012) argues that through eclectic methods, teachers can take all the advantages possessed by each method to be applied in teaching in a particular context. The implementation of this eclectic method arises because of a weakness when teachers only apply one method so that there is no flexibility in choosing the method (Sarifa, 2020). The eclectic method has proven to be acceptable among teachers and learners since it is sensitive to context, and suitable for learners regardless of their socio-economic background.

It can therefore be reinforced that the eclectic method appears as a result of the awareness that each method has weaknesses and strengths. Therefore, the eclectic method has emerged as a mediator among various methods in English language teaching. In addition, eclectic methods can respond to diversity in the classroom and learning context. As a combination of different method of teaching, this method can be employed



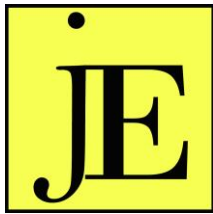
effectively for any kind of learners' irrespective of age and standard. Moreover, the principle of eclecticism emphasizes that teachers must be able to make decisions about teaching based on a holistic understanding on language learning methods, the needs of learners, learning material, and the theory of language learning.

One of the premises of the eclectic method is that teaching should serve learners not a method. Therefore, teachers have the freedom to select any methods and techniques in teaching English according to the learners' needs and learning situation. There is no ideal method in language learning and a mainstreaming for any particular method. Teachers can adopt flexible methods to achieve the learning goals. They can choose whatever methods that can make learners understand and succeed at certain times in certain situations. Teachers should focus on helping students to learn and not on fulfilling procedures for carrying out certain methods. When teaching, the goal is to learn and that the learners must be able to understand what is being taught. The point here is that the learners should be the basis on which classroom decision should be made.

The use of eclecticism as a method to language teaching is reinforced by critical pedagogical arguments. The teachers are warned against relying on certain methods as they do not provide all solutions for language teaching. Therefore, Kumaravadivelu (2006) proposes a post-methodic approach to language teaching. Through post-methodic, language teachers can adopt a context-sensitive pedagogical framework that will be able to respond to the special characteristics of a particular teaching and learning context. As stated earlier, in the principle of eclecticism, a teacher must break away from the bonds of a certain method. Since students are different and have different learning styles, it is helpful to use an eclectic method to respond to the diversity that usually exists in the classroom. Therefore, effective teaching English is teaching flexibility through the use of an eclectic method. Hence, the eclectic approach is currently widely accepted among English teachers.

The Language teaching experts have proposed several advantages of the eclectic method. This method leads learners to have learning experiences that are connected between what is learned in the classroom and the real conditions in their lives. This also helps students to understand new knowledge through their prior knowledge. The eclectic method emphasizes the need to connect life experiences with the ideas presented in language learning. The types of learning activities that teachers choose are often directly related to learners' experience in the real world. This condition helps them not to see learning and class as boring but as an extension of the home environment.

In order to avoid the eclectic method from deviating from its goal, the teacher must have a holistic understanding on it. 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 goals. Moreover, when teachers are not interested in this method, they will have difficulty finding a combination of the advantages of various methods to achieve lesson objectives. This is the reason why Mwanza (2019) states that an English teachers will have a

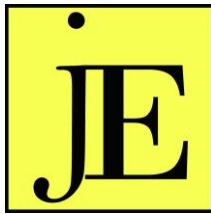


competency in applying eclectic methods when they are able to apply a number of language teaching methods on purpose to achieve the goals of language teaching and learning.

The main characteristics of eclectic method are subjectivity, problem solving oriented, facilitating the use of first language, contextualization, considering error as a part of language learning, viewing language as a whole, using various learning resources, and providing appropriate input and feedback. Eclectic method is subjective since it is constructed by an individual teacher according to the needs and context of teaching and learning. Teachers have the freedom to choose wisely what is suitable to the context of learning. In addition, eclectic method solves learners' learning difficulties and makes them successful in achieving the learning goals. Learners can enjoy various types of teaching methods to help them understand lessons better. They are assisted to solve learning difficulties. The eclectic method also facilitates the use of the first language in teaching the second language. In the process of teaching and learning English as a second language, the connection between first language (L1) and second language (L2) cannot be avoided. Learning a new language (L2) is facilitated by what learners have already known (L1). Therefore, teachers should not completely ignore the role of the first language in teaching and learning second language. To support this proposition, Ghorbani (2011) notes that learners' first language and culture are deeply tied to their personal lives. Moreover, each person is required to adjust gradually when learning a new language and culture (Kumaravadivelu, 2006). The lesson can be explained using first language (L1) for those whose low prior knowledge. Some students may also fail to express themselves or participate fully in communicative activities in the class because of their lack of English competency. Instead of such students silent in the learning activity, teachers can allow them to speak through code switching and code mixing whenever they can. They can be assisted by teachers or other learners to learn new vocabulary to improve their communicative skills in English. In other words, the eclectic method contains an intralingua and cross-language strategy. Ghorbani (2011) argues that the use of intralingua or cross lingual strategy is decided in relation to the learners' prior knowledge and ability, and the learning context.

It is suggested that English teachers need to know the proper period to allow students to use the first language. This is the reason why Sarifa (2020) argues that the eclectic method helps the learners even from rural areas who do not speak English in their daily conversations to learn English and pass the test. However, Kumaravadivelu (2006) warns that teachers must have wisdom in choosing to use L1 and L2 so that learners do not completely depend on L1. Hence, the use of L1 in teaching L2 must be done carefully so that it does not hinder learners to develop the skills required in the target language. In brief, the learners should be facilitated and encouraged to use the target language (English) while using L1 as a tool to learn a second language.

Another characteristic which is inherent in the eclectic method is contextualization. Context includes the characteristics of learners, characteristics of



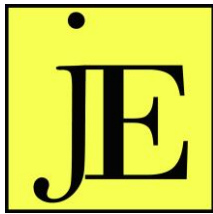
teachers, learning objectives, school culture, and learners' economic and socio-cultural background. Eclectic method considers these in term of the context of teaching and learning. It recognizes that there are different contexts in every learning situation. Therefore, a different method is needed to suit the prevailing conditions. Eclectic method considers the characteristics of learners, teachers, topics, teaching and learning objectives and the culture of students, schools and communities where language teaching and learning takes place. In the perspective of eclectic method, the cultural diversity of students in the classroom must be respected. They are also guided to understand the new culture that is gained through learning materials and interactions in the classroom. Learning activities accommodate the diversity of language levels, literacy, cognitive, learning styles, and preferences of students.

The English teaching method itself has been de-contextualized so far. Therefore, through eclectic method teachers are led to contextualize it according to the prevailing factors. The application of methods in learning English is influenced not only by who the teacher is, but also by the learners' expectations, and the broader socio-cultural context in which the learning is carried out (Larsen, et al., 2000). This is the reason that teachers need to know well about the eclectic method if they are to apply it successfully. Teachers whose knowledge of their learners and various other factors related to learning will decide the strategies to contextualize the various existing methods to meet the learners' needs.

Another distinctive characteristic of the eclectic approach is that placing errors as an integral part of the language learning process. This does not mean that mistakes are accepted but they are seen as a learning process. Therefore, error correction should not be done instantly, but at the end of the communicative activity. Error correction is important because it helps students to modify their previous knowledge that might be wrong. In teaching grammar, for example, teachers should correct learners' mistake students and guide them to have language awareness so that they correct it consciously. The theory of learning a second language of language acquisition implies that mistakes must be corrected in learning a second language.

It cannot be argued that without error correction, the learning process is less meaningful. However, error correction must involve learners. Teachers should not make error correction without actively involving learners. Learners are guided to know consciously their mistake and correct it based on their competency. Then, the involvement of learners in correcting their mistakes should be extended to correct the mistake of their peers. Learners rather than teachers are responsible for correcting errors to make them learn from the mistake (Li, 2012). Involving learners in error correction helps them to develop an attitude of sharing information and critical thinking.

The eclectic method views language as an integral part. The components of language such as pronunciation, grammar and vocabulary must be taught integrally. A language is best developed when it is used in ways that are active, convey meaning, and have a communicative purpose. Therefore, meaning is expressed when language is used in an integrated manner. Therefore, language must be viewed as a whole without



separating isolated units of pronunciation, grammar and vocabulary. As a consequence of looking at language as a whole, language cannot be separated from its culture.

Regarding teaching materials, the eclectic method uses various teaching sources, both authentic (e.g. radio, film, magazine, newspaper, chats, and pictures), and non-authentic (selected textbooks) to respond to learners' interests and learning styles. Teaching and learning materials are designed to be attractive and motivational. This makes teachers have to carefully select teaching materials according to the learning objectives, learners' needs, characteristics, and the cultural context. In short, visual and linguistic materials are combined as a whole.

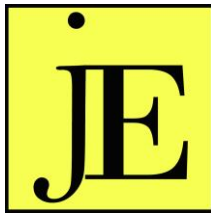
In term of the urgency of input in learning English, the eclectic method absorbs the ideas expressed in the mentalist and interactionist theories which places input as a needed component for second language acquisition. In mentalist theory, input acts as a trigger that activates internal mechanisms (Ellis, 2008). Interactionist theory views language acquisition as the result of the interaction at the discourse level between learners' mental abilities, the linguistic environment and inputs that affect or being affected by the nature of internal mechanisms (Ellis, 2008). Meanwhile, the eclectic method emphasizes the importance of feedback as a form of information given to learners about the achievement of their competencies. In eclectic method, a good feedback must indicate a differentiated feedback. Differentiated feedback builds on specific feedback and is linked to differentiated instruction terms. In the context of feedback, differentiated means that teachers determines whether the error is content-related or language-related related so the feedback can be adjusted accordingly.

Discussion

The use of eclectic method for teaching English through distance learning can be employed through four strategies: providing meaningful learning activity, finding the eclectic features in the various methods of language teaching, applying contextual learning, giving various tasks, and providing feedback qualitatively.

Teaching English through distance must provide meaningful learning experiences to learners, and not to achieve the curriculum targets. A meaningful learning experience is not the same as learning by memorizing certain concepts which are not necessarily meaningful to learners. Why is a meaningful learning experience the main goal in independent learning? The reason is that the concept of independent learning is a persons' skill to control and manage what they learn and how to learn it themselves. This skill is one of the most vital skills that everyone possesses in order to be able to compete in the world of work. For learners, independent learning skills are very important as a preparation for entering the world of higher education.

Furthermore, effective teaching material is needed to lead learners to have a meaningful learning experience. The effective teaching materials are materials that have been selected by considering the learners' prior knowledge. This prior knowledge is an



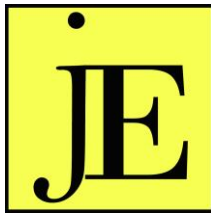
important factor in determining the learners' academic achievement learning (Hailikari, et al., 2008). The dose in providing teaching material is determined by the students' initial knowledge, not based on the target curriculum achievement. Prior knowledge is understanding, experience, and prerequisite knowledge, and everything that learners have that serves to influence new information added to existing knowledge structures. Therefore, in learning English, learners find the obstacles to understand complex sentences if simple sentences are not yet able to be understood. Sufficient initial provisions will make students not experience significant difficulties to learn and master and understand the next subject matter. Conversely, for those who have low prior knowledge will have difficulty to absorb new learning material.

Ignoring the learners' prior knowledge and tend to be more oriented towards achieving curriculum target will have an unproductive response from them. They will have difficulty to master increasingly complex teaching materials. Moreover, it is naive that besides that it has not become a habit yet; learners have not received training on how to learn independently. From a policy point of view, the imposition of studying subject matter according to the curriculum targets is also contrary to the education policy in Indonesia during the Covid-19 pandemic which clearly outlines that the achievement of curriculum targets is not a good reference for determining class promotion or graduation.

Finding the eclectic features in various methods becomes the second strategy of implementing eclectic method. It is a fact that there is no method which is total failure since all methods leads the learners to learn the target language. Since each method has its strengths and weaknesses, all the superiorities contained in the various methods are used to encourage learners to use the target language. It is recommended to use the eclectic features in Grammar Translation Method (GTM), Audio Lingual Method (ALM), Situational Language Teaching (STL), Suggestopedia, Lexical Approach, and Communicative Language Teaching (CLT) for teaching English in independent learning through distance learning. The eclectic features of such methods are displayed below:

Table 1. Table of Eclectic Feature for Teaching English through Distance Learning
(Designed by the author)

Name of Teaching Method	The Way of Learning Language in the Perspective of Teaching Method	The Eclectic Feature of Teaching Method	Transforming the Eclectic Feature to Learning Activity
Grammar Translation Method (GTM)	Using first language as the reference system in mastering the target language.	Increasing learners' language awareness through mastering grammar and memorizing extensive vocabulary lists.	Practicing grammatical structures through writing sentences which are translated from the first language into the target language and vice versa.
Audio Lingual Method (ALM)	Learning the target language habit formation and the process of training or conditioning.	Providing the opportunity to learn correct pronunciation and structure.	Practicing correct pronunciation as modeled by the teacher and/or native speakers.
Situational Language Teaching (STL)	Grammar is taught inductively and the target language is learned through mastering grammatical patterns contextually.	New structure is practiced through constructing sentence contextually.	Writing sentences contextually based on the grammatical point that has been studied.



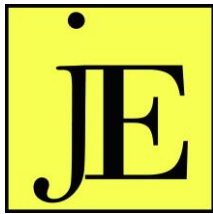
Suggestopedia	The target language is learned through the inclusion of relaxation. The learners are engaged in elaborations of reading dialogue, sing a song, and play a game.	Accelerated language learning can take place when accompanied by de-suggestion of psychological barriers and positive suggestion.	<ol style="list-style-type: none"> 1. Reading printed target language dialogues with first language translation, vocabulary and grammar notes. 2. Listening to the reading of dialogue which is read by the teacher.
Lexical Approach (LA)	The basis for mastering the target language is through mastering meaning of word and word combination. Lexis is central in creating meaning.	Guiding learners to mastering lexical chunks or collocations, and learn how to communicate in meaningful terms.	The learners highlighting lexical chunks that are found in the text, and translate chunks from the target language to English (and vice versa).
Communicative Language Teaching (CLT)	Learning the target language occurs by involving any meaningful task to	Encouraging learners to use the language independently and focus on the function of language.	<ol style="list-style-type: none"> 1. Requiring learners to speak and write whatever they want. 2. Independent reading. Learners are encouraged to read personal interest and literary texts.

The table above displays the eclecticism which is cultivated from the spectrum of varieties in language teaching method. Teachers can afford the luxury of selecting some methods by considering the learners' need and learning context. It is a necessity that teachers must master all methods and explore the eclectic feature in each of methods. The eclectic feature is just as a vehicle for successfully target language learning. Moreover, the teacher is encouraged to use the most appropriate way that belongs to their creation to help the learners achieving the language competency (Asrobi, 2015).

The third strategy in employing eclectic methods for independent learning during the Covid-19 pandemic is to apply contextual learning. Contextual learning is holistic learning which aims to motivate learners to understand the meaning of the subject matter which is connected to the context of their daily lives both in personal, social and cultural contexts (Riyadi, 2019). In the current social context, learners must be equipped with life skills on the covid-19 pandemic. Therefore, English teachers must guide the learners to have information literacy skill on Covid-19 and the efforts to break the chain of its spread. In addition to provide valuable experiences for them through writing skills, this learning activity also educates learners to become people who care about social situation.

The fourth strategy is a variety of assignment. The assignment during independent learning needs to be varied according to individual differences and the learning facilities they have. Each individual varies in terms of cognitive abilities, learning styles, personalities and temperaments, as well as social, cultural and economic conditions. The condition of the learning resource facilities for each of learners, especially using the on-line system, is also not the same. Therefore, the English teacher must have accurate data for each of these differences before giving assignments to learners. The rule is that a burden is given according to the ability of the person who will receive it.

Generalizing task to learners without considering crucial factors actually makes it ineffective. The learners will be easily stressed when required to do a multitude of tasks



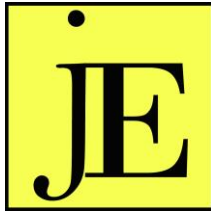
which sometimes take an hour for one subject. Therefore, when there is an extension of time for independent study at home, teachers should relax on the assignments given to the learners. That is, it is needed to regulate a time interval setting in assigning tasks and the content of the assignment should consider the diversity of each individual.

Last but not least, all learners' activities should get differentiated feedback from the teacher. Differentiated feedback refers to a specific feedback in terms of content-related error or language-related error. Language-related error occurs when learners may understand underlying concepts and ideas but may not use the correct language to express them. The feedback for this case includes the introduction of correct conceptual understanding and identifying the correct form of language associated with the concept. Learners are assisted in a variety of ways by modeling the correct language, helping them practice appropriate language at a proficiency level, directing their attention to where the language appears in the text, and reminding them or re-teaching grammar rules. It is also possible that learners demonstrate correct language, and memorize appropriate phrases and associated language. When teachers identify that the problem might be related to a lack of understanding of the content, the feedback would look very different. Teachers need to ensure that they re-teach or provide materials and support for learners to master content along with related languages.

Additionally, when a feedback is differentiated, teachers need to make sure that there is not a mismatch in the feedback they are providing and the feedback the learners are receiving. Teachers need to provide differentiated feedback by making clear that learners' understanding is correct and at the same time helping them adjust their language to represent the correct form. Providing differentiated feedback requires that teachers first differentiate whether the error is due to lack of content understanding or if it is a language issue and then provide clear feedback that matches the underlying cause.

CONCLUSION

Teaching English for Junior High School and Senior High School learners during the COVID-19 pandemic requires the appropriate method to make sure that the independent learning through distance learning still runs well. For this reason, it is proposed to employ the eclectic method since it mediates the various methods with their strength and weakness. In applying eclectic method, the teacher can apply some eclectic features to guide learners in achieving the learning objectives and accommodating learners' learning style. Other strategies respectively include providing meaningful learning activity, applying contextual learning, giving various tasks, and providing differentiated feedback.

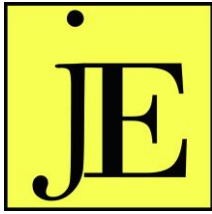


ACKNOWLEDGMENTS

I thank the organizer of the journal of Educatio in Hamzanwadi University for providing information. I am also grateful for the insightful comments offered by the anonymous peer reviewers and editor. I thank my wife, Dr. Nur Azmi Alwi, for her enthusiasm, and exacting attention to detail in this article. Finally, it is with true pleasure that I acknowledge the contributions of my amazing partners, Sarwoderta, M.Kom., Firdaus Anas, M.Kom., Fauzi Eka Putra, M.Kom., and librarians in IAIN Bukittinggi, who have helped me for searching relevant reference.

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