

## The Implementation of Eclectic Method in Teaching Writing Recount Text of The Eight Graders

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### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode eklektik pada pembelajaran menulis teks pribadi dan tulisan siswa tentang teks pengalaman pribadi terhadap penerapan metode eklektik. Penelitian ini merupakan penelitian deskriptif kualitatif. Terdapat 30 siswa sebagai subjek penelitian. Peneliti menggunakan *field notes*, RPP guru, tugas menulis siswa, dan rubric penilaian menulis sebagai instrumen penelitian. Penelitian ini diadakan selama 3 kali pertemuan. Dalam menganalisis data, peneliti menggunakan *field notes* yang didapatkan selama proses pembelajaran berlangsung dan hasil teks pengalaman pribadi yang ditulis siswa berdasarkan rubric yang telah diadaptasi. Hasil penelitian menunjukkan bahwa guru dapat menerapkan metode eklektik dengan sukses. Guru menggabungkan metode saintifik, teknik koreksi teman sebaya dan *Grammar Translation Method* dalam mengajar menulis. Selain itu, siswa dapat menulis dengan sangat baik terutama dalam mengembangkan konten, menyusun teks, menyusun kalimat, memilih kosa kata, dan tata penulisan.

**Kata Kunci:** Metode eklektik, teks pengalaman pribadi, teknik koreksi teman sebaya

### Abstract

This study was conducted to describe the implementation of eclectic method in teaching writing recount text and the students' writing towards the implementation of eclectic method. The design of this study was a descriptive qualitative design. There were 30 female students as the participant in this study. The researcher used field notes, teacher's lesson plan, students' writing and writing rubric as the instrument. The researcher observed the teaching and learning process in three meetings. In analyzing the data, the researcher analyzed the teacher's stages while implementing eclectic method based on the observation and the students' writing tasks based on the writing rubric. The result shows that the teacher has successfully implemented an eclectic method in teaching writing. She combined scientific approach, peer correction, and grammar translation method in teaching writing. Furthermore, the students could write their recount text very well especially in terms of their content, organization, grammar, vocabulary, and mechanics.

**Keywords:** Eclectic method, Recount text, Peer Correction

### INTRODUCTION

Learning language is learning to communicate in both spoken and written. Speaking and writing are productive skills that should be mastered by the students. Writing skill is regarded to be the most difficult skill to be mastered besides speaking, reading, and listening skill. It is because the writer should not only pay attention on the higher thinking skill of organizing and planning the ideas that he is going to write, but also how to translate those ideas into a readable text (Richard & Renandya, 2002). Since writing is the most difficult skill for students, teacher has to know well about how to teach writing skill.

In order to help students to write, teacher needs badly to implement an appropriate technique. Some teachers might feel easy when they have to choose an appropriate method (Larsen & Freeman, 2000: 181). It is because they find that certain method suits with their own learning, values, experience, and basic views of teaching

and learning. They also believe that implementing one method is the best because the method they chose is the one that they know the most. On the other hand, method is decontextualized. It means that method describes particular ideal, based on certain beliefs. It also deals with what, how, and why. Each applied method should be shaped, at least, by the teacher, the students, the condition of the instruction, and the broader socio-cultural context.

However, students come from different background with different experience in learning English. It could not be denied that students would have different problems when they have to write their own writing. This difficulty is because they have to write in a language which is not their native language. Brown (2000) stated that L2 writers have a lack skill of planning, fluent, accurate, and effective in stating goals and organizing materials. Moreover, Most of the students are also hard in developing their ideas, arranging the ideas coherently,

and spelling the words into the right pronunciation (Solagha, 2013). In this case, teacher should be able to select an appropriate method in teaching writing.

Each teaching method has its strengths and weaknesses, so Larsen & Freeman (2000:182) pointed out that a method could not be a problem solver for success to every student. They also give an example which is stated by palmer (1998:147) that 'when person A is speaking, it means that the method works for him but not for me because it is not suitable in who I am'. This is also emphasized by Alharbi (2017) in his paper. He stated that there could be no single method implemented in teaching writing. He suggests the teacher use more than one method in teaching writing. He also believes that the teaching of ESL/EFL writing can only be effective and functional if particular treatment is given to understand the creative, cognitive, and social aspects of language learning. It would necessarily involve not only one certain approach, but also a various selected teaching approaches. This combining two or more approaches, methods and techniques are called as eclectic method.

According to the guidance book made by the ministry of education and culture (2016: 108) eclectic method is combining two or more methods to make a better instruction by choosing the best features from each method. The teacher could combine the methods based on the needs of the basic competence, the material, the availability of the facility, the time allocation and other factors. This combination is used because it could potentially hold all the various students who come from different background. Furthermore, the teacher could combine different methods which could make the students in the classroom easier in learning language. This combination is needed to achieve the goal or the objective in teaching language because there are many kinds of students in a classroom (Hussein & Suleman, 2016).

By implementing eclectic method, the teacher could take three benefits (The ministry of education and culture, 2016: 109). First, the teacher could achieve the goal of the instruction effectively. He could divide the different techniques or activities to each indicator of achieving the goal of the instruction. Second, the teacher could hold the whole class which has different characteristics and learning style of the students in it. The fact that the students in a classroom are heterogeneous which means that they have different abilities and competences in learning are one of some reasons why the teacher should use some different approaches in teaching. An eclectic method also provides a fun learning. It provides an instruction with some activities. The activities could be game, group work, drilling, and etc.

These different activities could overcome the boredom in learning for the students.

The study of implementing eclectic method was conducted by Saprima (2017). She investigated the implementation of chain drill techniques which is combined by scientific approach in teaching speaking recount text of eight graders. The researcher used descriptive qualitative design, so the teacher observed the teaching and learning process in three days. Also, the researcher found that the combination technique make the students speak naturally and fluently. Most of the students also felt enjoy while the teaching and learning process.

Based on the discussion about the problem and the fact faced by the teacher and the students in writing skill instruction, implementing an eclectic method could be one of the solutions to overcome the problems in teaching writing. This study aims to investigate how well the teaching of writing in a classroom by implementing eclectic method, that is the combination of scientific approach and peer correction technique. Peer correction is a part of the silent way method. The principle of it is "teaching should be subordinated to learning" means that to teach is to serve the learning process than to dominate the instruction. This technique could encourage the students to help other students to fix their difficulties (Larsen & Freeman, 2000). There are three stages in implementing peer correction. They are asking the students to write, asking them to look at their friends' work, and correcting the errors of their friends' work (Harmer, 2004). The best feature of this technique is the students could discuss their writing with their friends. They might give comment to their friends and get comment from their friends, so that they could fix their difficulties by themselves.

This present study tries to answer these research questions as follows:

1. How does the teacher implement eclectic method in the teaching of writing recount text for the eighth graders?
2. How are the students' writing recount text tasks after being implemented an eclectic method?

In implementing eclectic method, the teacher could see these following steps:

- a. Observing
  - Teacher asks students to watch a short video of someone's story about his weekend.
- b. Questioning
  - The students ask questions related to language features and generic structure of recount text.
- c. Collecting data
  - The students listen to the teacher explanation about recount text.

- The teacher asks the students to open their book to get more information about recount text.
  - The teacher guides the students conclude the social function, text structure and linguistics features of a recount text.
- d. Associating
- The students are given exercises about arranging sentences and paragraph.
- e. Communicating & peer correction
- Students are asked to write their last holiday
  - They have to exchange their work. They might get and give comment to the partner's work based on the teacher's guidance.
  - The students present their recount in front of the class

### RESEARCH METHODOLOGY

This research was conducted to describe the implementation of Eclectic method in teaching writing recount text. This research design is descriptive qualitative. Kothari (2004) states descriptive research is a research that is reporting the present issue. The researcher reported what had happened or what is happening. This design concerned on the characteristics of a certain individual or of a group. This design was suitable with the two research questions presented by the researcher because they can only be answered using words.

The subject of this research was a class of Junior high school of Al-Amin grade eight in Mojokerto. The research would be conducted while the instruction is going on. The subject was chosen because the teacher there had implemented the method.

The first research question was about the teacher stages implemented in a classroom. Therefore, the researcher would like to analyze the teacher's activities, behaviors, and gestures while teaching recount text. The data of the second research questions would be the students writing tasks. The tasks would be analyzed based on the five elements of writing. They are content, organization, grammar, vocabulary, and mechanics. To answer the research questions, the researcher uses observation, field notes, teacher's lesson plan, and students' writing task.

In conducting observation, the researcher observed the teaching and learning process for several meetings. This activity was done to know the real implementation of eclectic method in the classroom. These activities are done to answer the first research question. The researcher used the students' writing task to answer the second research question.

There are three stages in collecting the data in qualitative research. They are organizing and

familiarizing, coding and reducing, and interpreting and representing (ary et a.l, 2010). In organizing and familiarizing, the researcher frequently evaluates the lesson plan and the field notes that she got from the observation (ary et a.l, 2010). Then, the researcher analyzed the differences and the similarities of both lesson plan and field notes. The second stage is coding and reducing. In this stage, the researcher coded the methods implemented by the teacher. The students' writing would be described based on the result of the rubric. The third stage is interpreting and representing. In this stage, the researcher built understanding about the data to explain the result of the observation and the students' task.

### RESULT AND DISCUSSION

#### The Result of the Observation

##### FIRST MEETING

The teacher entered to the class at 7.30 pm. She greeted the students and checked the students' attendance. There are 30 female students in the classroom and no one absent. The students prayed together. Then, the teacher asked the students to watch a video about holiday in Bali. She asked them to pay attention on the information in the video because they had to retell the story. They might write some important information. They were also free to ask questions related to difficult words. After watching the video, the teacher asked the students about the video which shows by this following conversation.

T : Well, what kind of text is that?

Ss : story ta miss?

T : yes, it is a story. It is called a recount text in English. Jadi, text yang bercerita pengalaman itu disebut Recount text.

T : well students, what is the text about? Teksnya tentang apa?

Ss : about holiday in Bali, miss (in choir)

After that, the teacher asked each group to retell the story so, there were one student retelling the story from each group. She gave five minutes to prepare what they wanted to say. Five minutes was up, it is the time for students to present the work. The teacher chose two students from two groups.

After retelling the story, the teacher asked the students about the generic structure of a recount text and continued distributing a paper consists of a recount text entitled holiday in Bali followed by five questions. The teacher asked two students read the text aloud. After reading the text, the teacher asked the students about the text. The teacher also explained to the students about the text structure of a recount text through it. Then, she asked the students to pay attention on the verb used in the text.



The teacher asked the students what kind of verb used in a recount as the following conversation.

T : students, please look at the verb on this text. What kind of verb is that?

Ss : verb?

T : yes, what kind of verb? Verb 2 atau verb 1 itu?

Ss : oh iya, verb 2 miss

T : yaaa, jadi recount text itu menggunakan verb 2, kenapa? Karena kejadiannya sudah lalu.

After that, they did the five questions together.

To make sure the students' understanding, the teacher asked them to open their book on page 191 and look at the text. The teacher asked one student to read the text while the other students were listening to their friend. After that, she asked the students to look at the exercise. She explained to the students that they have to rewrite the sentences in the text based on the five clue sentences. Before doing the work, the teacher guided the students to translate the five clue sentences one by one. The teacher read the English part and the students said the translation. The students directly asked the teacher if they had difficult words. The teacher corrected the students' translation if they made mistake. The teacher asked them to look forward on page 195. There are random sentences. The students had to arrange the sentences into the right order to become a good paragraph and a good recount text. Like the previous exercise, the teacher stated the sentences in English, and the students stated the meaning. The teacher gave them time 15 minutes to finish the task. The students did the task seriously.

After finishing the task, They were discussing the task together. After discussing the task, the teacher gave them homework to make a recount text about their unforgettable holiday. The homework would be discussed in the next meeting. At last, the teacher closed the lesson at 9.00 pm.

### SECOND MEETING

The class began at 7.30 pm. The teacher greeted the students and prayed together. She checked the students' attendance. The teacher asked the students about the homework. Some of them responded by saying "yes, miss", some of the replied by asking how to say "oleh-oleh" and "yang ditunggu-tunggu" in English. The teacher continued the lesson by reviewing the material. She asked the students about what they have learned. She also asked the students to check their work after reviewing. The conversation is presented as follows.

T : students, how do you call a text which tells about the experience?

Ss : Story miss, cerita miss, recount miss (students answered enthusiastically)

T : Yes, it's a recount. What about the verb? Recount text menggunakan verb apa?

Ss : Verb dua miss (students said together)

T : What is the text structure of a recount?

Ss: .... (students think)

T : well, you can remember it with the word "REO". So, R is for Reorientation, E is for event, and O is for orientation.

Ss : yes, miss

T : Okay, now please check your work. You may correct your work if you have mistakes. I give you time 30 minutes.

In a few minutes, a student asked:

Ss : miss, itu struktur text nya nggak kebalik ta miss? Reorientation itu letaknya ndak di akhir ta?

T : (the teacher think) oohhyaaa, sorry, that's my mistake. So, it would be "OER" for the text structure.

The teacher, then, went around the classroom. She checked the students' work one by one. She asked the students to write the text structure of a recount in their writing to see whether they had a correct work or not. She asked some students to add their writing because she found it too short. She also asked some students to rewrite a recount text because she found it copy from the internet. The students wrote seriously. They started learning making their own sentences to a recount text by looking for some words from the dictionary rather than asking to the teacher. However, some of them were still asking because they did not bring their dictionary.

Thirty minutes was over, the teacher asked the students to make a group of two. They chose their partner by themselves. After gathering to their group, the teacher said that they have to switch their work to their partner. She also explained that they have to give comment and correction on their partner's work. They have to correct the text structure and the verb used by their partner. The teacher gave them time around 20 minutes to check their partner's work. The teacher went around the classroom. Some students explained to their friend about recount text in the discussion. Some of them asked to the teacher about how to correct their friends' work.

Twenty minutes was over, the teacher asked the students to return the work back to their partner. The teacher asked them to revise their work. In this session, the teacher gave them opportunity to consult their work to her. The teacher also informed that they have to present and submit their work in the next meeting. This made the students wrote seriously. Some students came to the teacher to consult the work. The teacher let the students to go home if they had finished their work. This activity ran until the end of the lesson. After consulting their last draft, the teacher ended the lesson at 9.00 pm.

### THIRD MEETING

The teacher started the class at 7.30 pm. She greeted the students and checked their attendance. There were 29

students in the classroom. A student was absent because she was not feeling well. The teacher opened the lesson by reminding them that today was the time to have presentation. The teacher asked whether they were ready or not. Some students still made sure how to say some word in English like “oleh-oleh” “maghrib” and about time. This time, the teacher did not answer their question directly. She asked to the other students and they answered it.

The teacher asked one more time about their preparation and said that it was the time to present their writing. She submitted the students’ writing and took one paper. The student whose paper was taken by the teacher would be the first presenter. The first presenter was Berliana. After presenting, Berliana took one paper and the owner of the paper would get the turn. It ran until the end of the presentation. They started listening carefully. It could be seen when their friend named Atiya told about her holiday to Jombang city, they friend responded “whuuuuuu, Jombang city”. When it came to the last presenter, she was wrong in pronouncing “day”. Then, the other friends correct her pronunciation in saying “day”.

After the presentation, the teacher gave the students feedback. The teacher commented on the overall performance of the students. She did not comment on the individuals’ work. This activity would be shown to the following conversation.

T : if you tell your experience in the past event, what verb should you use?

Ss : Verb two miss

T: Verb two yaaa, tapi kenapa masih banyak yang menggunakan Verb one

Ss: (the students were silent)

T: here I have Anisa’s. where is Anisa?

Ss: here miss

T: nah Anisa, you have started your writing with “last holiday”. So, it means you have to use verb?

Ss: verb two

T: but, here, most of your writing masih lebih dominan menggunakan verb one. And then, where is Devita?

S: yes miss

T: it is good that you have used verb two in your writing. But, entah kenapa masih ada “I am” ketika speaking tadi.

However, the teacher also appreciated that their speaking and writing is better than last December. The students were so happy. At last, the teacher ended the class at 9:00 pm.

### **The Students’ Writing**

The students writing 1 (very good)

*Hello, my name is Siska, Today I want to tell you about my story.*

*Yesterday is Sunday, I and my family went to townsquare Mojokerto in the morning. I went to there together. Actually I was sleepy but I enjoyed to did that. we went to there with car. When we arrived, the car is far with the location. Because we will went to there with jogging together.*

*In our trip we run until five times. And I so tired. I said to my mother about that. my mother went to a seller. She bought many pecel rice for us. After my mother arrived here. We ate our food together. When we finished to ate, we took many picture together. My sister was very happied. She took many picture. She also bought any food and drink. She invited my brother to played together. She played she-saw, climbed a tree, etc. when she run, she feel down. And she cried. My mother and my father went to my sister for helped and checked her.*

*Finally, my sister was okay, but she felt sick in her foot. My family went to parking area. After that we went to our home. I think that is fun but my sister was sick. She feel down. Get well soon sister.*

This student’s writing got a very good level. In terms of the content, the student has developed her idea. The story is about her Sunday morning in Mojokerto town square. The story is actually simple, but she could make it into a good text with detail supporting ideas. It becomes an interesting story.

The organization of the text is very clear. It includes paragraphs and some transitional words. The text has also a thoroughly-developed sequence of events or time order that strongly engages the reader and moves to a conclusion. The student begins the text with introducing herself. Then, it continues to the orientation. In the text, the student has already written the information that “she went to the town square in the Sunday morning with her family to go jogging”. She continues to tell about the events she had. It could be seen in the second paragraph. She tells about how she starts to go jogging, after going jogging and the activities that her family had after jogging. The last part of a recount should be a reorientation. In the text, the student expresses her feeling about what she did and seen that day. She writes “I think that is fun but my sister was sick” which means she felt both happy and sad in that day.

In writing, grammar plays an important role to ease the reader in understanding the text. A recount text uses past tense because it tells the past event. The student almost uses past form in her writing like “she bought many pecel rice for us”, “We ate our food together” and “Finally, my sister was okay, but she felt sick in her foot”. However, she has few sentences written in present

form like "Yesterday is Sunday". Also, few sentences are written without verb like "And I so tired". These grammatical errors are commonly found in all of the students' writing. However, this student's writing has fewest grammatical errors among the other writing.

The other writing component is the word choice. It is how the students use the appropriate words that paint the readers' visual image. The student uses appropriate words in her writing. The student sometimes could not differentiate the part of speech. Sometimes, she thinks that adjective is a verb like the word "Happy". In the sentence "My sister was very happied", the student writes "happied" because she thinks that "happy (adj)" is a verb.

The last writing component is the mechanics. It is the effective spelling, capitalization, punctuation, paragraphing, and grammar of the students to make the writing easy to read and understand. In this case, there are many things that should be corrected. The spelling problem is shown when she writes "feel down" instead of "fell down", "meeted" instead of "met". She also have problem in capitalization especially in the first word of a sentence. She does not have problem in paragraphing.

The students writing 2 (good)

*Holiday in Central Java & Yogyakarta*

*Last holiday, I and my family went to my grand mother's home in Sragen, Central Java. Before go to sragen, we prepared for journey. My mother made delicious food for journey. In journey, my little sister and my little brother often sleep, because they tired. We enjoyed trip. My father sometimes sleepy. My mother ask for rest and search restaurant for eated together. In my grand mother's home, we gether and shared. My grand father is a farmer. His a farmer diligent and discipline there, my father invited my family in Water Boom. That day my little sister and my little brother swimming. They played water while laugh. They also bought noodle cup. After that, we go to my grand mother's home. That day very happy and enjoyed. I like that day. The last day in sragen my mother invited me to market for bought daily needs.*

*After in Sragen, I and my family visited Parangtritis beach. We go to Yogyakarta at six o'clock and by car. My family also invited my grand mother and my grand father. In parangtritis beach there is white sand, many coconut, boat, and wave. There is many tourist. After in parangtritis beach we bought food and clothes from Yogyakarta. That day was very happy. Because I can meted with my family.*

This writing is categorized as good. The content of this recount text is interesting. She told about her holiday in Central Java. She developed her idea which includes a clearly presented central idea with relevant facts, supporting details, and explanation. She is not only writing about what she did in central java, but also what she did while going there.

The story is presented in the correct arrangement of a recount text. It begins with the information of who, when, where, and why which is included as the orientation. Then, it continues telling how it was. The student starts telling the activity she did in her way there, the things she did after arriving, and the activities before going home in chronological order of time. The sentences flow smoothly because she connects the sentences by using transitional words like "after that", "last day". She also wrote about her feeling after having a holiday which is included as the reorientation.

However, the grammar is still being the problem. In writing the text, the student often wrote in present form like "My mother ask for rest and search restaurant....", "We go to Yogyakarta at six o'clock". She also has some mistakes in subject and verb agreement like ".....because they tired", "That day very happy and enjoyed" although she wrote "That day was very happy" in her last paragraph. This problem is also found in almost the students' writing. They need more exercises to make them more aware of the subject and verb agreement and the tenses.

The other thing that is also important for writing is the word choice. It also important thing to make the readers easily understand the content of the story. In this writing, the student chooses appropriate words in her writing. The problem is the student sometimes could not differentiate the part of speech. It also appears in almost the students' writing. This affects their grammar especially in subject and verb agreement.

Beside the word choice, the mechanics helps the reader to understand the text. It includes spelling, capitalization, punctuation, paragraphing, and grammar. In that writing, the student needs to put "coma" after the transitional words. She also needs to replace "full stop" into "coma". Furthermore, the way she spells "grand mother" should be corrected to "grandmother", "meted" into "met". It is also better for the students to arrange paragraphs based on the organization of a recount. As the problem stated, the grammar still need to be corrected.

The students writing 3 (poor)

*Want to Bali*

*Last week, I went to bali city with my father and my mother we visited my grandmother in bali my grandmother stayed in his house alone we always visited him once a month when I arrived there. my grandmother was sick. Past my mother bring to hospital, past I invited him my father to visited my grandmother in the hospital, situation my grandmother deliver, to nex day my grandmother passed I and my mother were very-very sad, in the morning I and family went back home*

This writing got a poor level. In terms of the content, the student has not developed her idea. It is too



short to be a recount text. The story is about her visit to her grandmother in Bali. Actually, the story would be an interesting story if she could develop her idea. It could be a sad story that she have ever had in her holiday. The organization of the text is not too clear because it has not transitional words so that the story is not flowing smoothly. Moreover, the sentence is not easy to be understood. The reader needs more time to read it. It is because her sentence is confusing like “past my mother bring to hospital”, “past I invited him my father to visited my grandmother in the hospital”, and “situation my grandmother deliver”. In selecting words, the student does not choose the appropriate words. She wrote “past” to express “after that”. The word “situation” and “deliver” in the sentence “situation my grandmother deliver” makes the reader confused. Those problems affect the mechanics of the writing. It does not use appropriate punctuation because almost the sentences are not ended with full stop.

### **The implementation of eclectic method in teaching writing recount text**

According to the guidance book made by the ministry of education and culture (2016), there are five stages in scientific approach namely, observing, questioning, collecting data, associating, and observing. This scientific approach is combined with peer correction technique which has three stages. They are asking the students to write, asking them to look at their friends’ work, and correcting the errors of their friends’ work (Harmer, 2004). The following explanations would like to discuss more about the implementation of the method.

In this first meeting, the teacher implemented scientific approach to teach the basic competence of knowledge of a recount text material. The teacher started the lesson with observing the video to be retold by the students. Then, she continued to give them a worksheet which consist a text which is similar to the video. The teacher explained the text structure and linguistics features of a recount text to it. She also let the students to ask questions. To help them more understand the material, the teacher asked them to collect more data about recount text through their book. Therefore, they are asked to do two different exercises in their book. In this session, the students did the exercises based on their understanding. This activity belongs to collecting data and associating session because they are allowed to discuss it with their friends. Communicating session is shown when the teacher and the students discussed the work together. Those activities are in line to the stages of scientific approach based on the guidance book of the ministry of education and culture (2016) except in observing session. The teacher should not explain the

material in observing session because it is the time for the students to understand and think by themselves about the material for the first time. After that, she might start explaining the material in collecting data session.

In the second meeting, the teacher implemented peer correction technique in teaching them writing combined with scientific approach. The teacher continued communicating session. It showed when the students start writing a recount based on their understanding about the material. While writing, the students were free asking the teacher about difficult words and about some difficulties in writing. After writing, they had to switch their work to their partner so that they could discuss and get some feedback from their friends by the teacher’s guidance. After that the students revised their work and they had to rewrite their work to be a good one. This activity was followed by consulting to the teacher about their revision.

In the last meeting, the teacher continued to implement scientific approach. She asked the students to look at their work for the last time before the presentation began. The students still asked about some difficult words to the teacher. After asking and adding some information, the next activity would be presenting their writing which belonged to communicating session. The students presented their work one by one in front of their friends. Most of the students told different story which was absolutely interesting. The teacher gave them feedback to their speaking and writing after all the presentation.

Based on the analysis above, the researcher could see that the teacher has almost successfully implemented scientific approach based on the guidance book made by the ministry of education and culture (2016) and peer correction technique based on Harmer (2004). The implementation of scientific approach has successfully made the students understand the material. It is shown from the students’ writing task. Also, the implementation of peer correction Technique has successfully made the students discuss each other to fix their difficulties. This is in line with the benefits of implementing peer correction Technique based on Sultana (2009) that the teaching and learning process could be more comfortable when the students get feedback from their friends, not make the students to be a passive receiver of information and create a supportive and friendly situation in the classroom.

Furthermore, the teacher also implemented Grammar Translation Method (GTM) in the first meeting. According to Larsen & Freeman (2000) the goal of implementing GTM is to enable the student to understand literature in the target language. It also stated that writing and reading are the primary skill to be developed in GTM. In collecting information, the teacher and the students translate the passage and the exercises together.

The teacher stated the English part and the students state the translation. This method is appropriate to them because they are in the beginner level of learning English that they might have different understanding in reading or doing the exercises. It also enriches their vocabularies and enables them to write good sentences.

Overall, the teacher has successfully implemented eclectic method in the teaching of writing recount text of the eight graders. The method combined was scientific approach, Grammar Translation Method (GTM), and peer correction Technique. The combination of the method was appropriate. The teacher used scientific approach in teaching the material. GTM was used as a part of the stages that also helps the students enrich more vocabularies. In writing a recount, the students could make a good recount text by the implementation of peer correction technique. Therefore, those combinations of methods work to the teaching of writing recount text of the eight graders.

### **The Students' Writing after Being Implemented an Eclectic Method**

This session would like to analyze the students' writing towards the implementation of eclectic method. The writing activity was done in the second and the third meeting. The students have to write about their holiday. At first, the teacher found the students copy from the internet because their recount text is almost the same. Therefore, she asked them to rewrite at that time. While writing, the teacher walked around the class to help the students. The students' question was mostly about how to say some words in English.

In analyzing the students' writing, the researcher adapts a rubric from Brown (2000). The researcher analyzes the writing based on the five writing components namely, the content, the organization, the grammar, the vocabulary, and the mechanics. Each component has three rating level namely, very good, good, and poor. The researcher analyzes all the students' writing.

In terms of the content, the researcher found that most of students enable to develop their idea. According to the rubric, most of the students have developed their idea into an interesting story. They include a clearly presented central idea with relevant facts, supporting details, and/or explanations. However, the other few students got "poor" because they do not develop their idea well. They only have few sentences in their writing which means it is too short to be a recount.

In organizing the text, the researcher found most of the students have organized their recount text very well. Their writing is very clear. It includes paragraphs and effective transitional words or phrase so that it flows

smoothly. Also, their writing has a thoroughly-developed sequence of events or time order that engages the reader move to the conclusion. On the other hand, few students got "poor" level. Most of them have very short writing so that the organization of the text could not be identified.

The sentence structure plays important role. It could ease or confuse the readers in understanding the writing. According to the rubric, some students are in a very good and good level in making sentences. They write in past term because it is a recount. Sometimes, they also write simple different sentences in their writing. However, their grammar should be taught more because there are still several students who do not use the right grammar. These students are not using the right verb for a recount. Some of them also have problem in subject and verb agreement.

According to the rubric, almost all of the students are using the appropriate vocabulary in writing recount text. They choose extensive precise and creative verbs, adverbs, nouns, and adjectives that paint a visual image. This is because they are habitually speaking English in their daily life. They get more vocabularies when they have conversation class in every morning. However, few students are still in "poor" level. They could not choose the right words so that their writing is confusing. As the example, the researcher found one of the students' writing that use "past" to express "after that", "break" to express "rest".

The mechanics includes spelling, capitalization, punctuation, paragraphing, and grammar. Most of the students are in a very good and good level. Most of them are not aware in capitalization. In term of the grammar, they make mistakes in using verb one rather than verb two in writing their story. The researcher found one until three inappropriate verbs in their writing, although the rest of it has already used verb two. Another mistake is the use of part of speech. The researcher found that sometimes, the students think that all words are the same. The example is the students write "happied" in the sentence "my sister was very happied" and "enjoy" in the sentence "we enjoy in there". They think that happy is a verb and they do not put -ed in the word enjoy.

Overall, the students are very good in writing a recount. They have different story which is very interesting. Students could learn from their mistake through peer correction when they exchanged their work. It is because they are discussing the writing with their partner to fix the difficulties (Larsen & Freeman, 2000). In writing component, the students need to be taught more about the grammar especially the subject and verb agreement and the tenses. They do not have serious problem to the other four components. According to this,



implementing eclectic method has successfully enabled the students write a recount text very well.

## CONCLUSION AND SUGGESTION

### Conclusion

The teacher has successfully implemented an eclectic method in teaching writing. She combined scientific approach, peer correction, and grammar translation method in teaching writing. The teacher implemented peer correction technique in the second meeting in communicating session of scientific approach's stages. Also, the teacher implemented grammar translation method in the first meeting. It was implemented in collecting data session of scientific approach's stages.

The students' writing towards the implementation of eclectic method is very good. It means that the Eclectic Method really helps the students to write a good recount text. They could write very well especially in terms of their content, organization, grammar, vocabulary, and mechanics. Most of the students are in a very good and good level according to the rubric.

### Suggestion

Teacher plays an important role in teaching and learning process. He could be as facilitator or even a model. Therefore, a teacher should be able to facilitate all the students' need especially in choosing the method. The teacher should not only choose the method based on his teaching needs, but also the students' need. A teacher as a model means that he should be able to communicate more in English, so that the students could be more motivated in speaking English. Therefore, it is better for the teacher to speak more in English than in his mother tongue. The researcher suggests to the next researcher to implement an eclectic method in other English skills with other combination methods or techniques.

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