Improving The Competence Of Writing And Telling Experiences Through An English Recount Text Using The "Think, Write And Practice" Method In Junior High School Students, Class VIII-2

Victory Budi Abadi Simbolon[1], Friska Grace[2], Theresia Christine Purba[3], Sondang Manik[4], Lastri Wahyuni Manurung[5]
Pendidikan Bahasa Inggris, Pascasarjana Universitas HKBP Nommensen Medan
Email: vibassimbolo81@gmail.com, friskagraces@gmail.com, theresiapurba20@gmail.com, sondang58manik@gmail.com, lastri.manurung@uhn.ac.id

Abstract

The objective of this research is to improve the Junior High School students in writing and speaking the English recount texts through the Think, Write and Practice method. This classroom action research with three cycles was conducted to the first semester students at VIII-2 of an academic year 2022/2023 in the Bintang Timur Junior High Scholl. The research subjects included 32 students altogether. Data were collected using observation checklist, test, questionnaire, document, and anecdotal record. The obtained data were analyzed descriptively, based on the performance indicator as ≥ 78 % achievement in writing and speaking recount texts in English. Results show that "The Think, Write and Practice Method" could improve the students' recount text writing and speaking competency. The process used paper/notes, stationery, experiences list, google translate apps, u-dictionary apps, what'sapp, dictionary books, an active loudspeaker.The performance indicators in writing and speaking recount texts consisted of: choosing clear idea, developing coherent paragraph, structuring sentence, constructing grammatical sentence, and using appropriate diction for writing, and pronunciation, structure, vocabulary, fluency and understanding/contents in speaking. The students' mean score in writing recount text improved from 67,78 in pre-cycle to 75,01 in cycle 1; 75.51 improved to 78.52. Because there is still one component gets failed, so, it needs the third cycle. In cycle 2 ; and 78,52 improved to 83,11 in cycle 3. Then, it has a significant improvement as well to their speaking competence. In average, pre-cycle it was 66,23. Then it improved to the first cycle. It was 70,79. Next, it reached to 77,33 to the second cycle, till 83,65 in the third cycle.
 Keywords: *Writing, Speaking, Recount Text, Application*.

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan siswa SMP dalam menulis dan berbicara teks recount bahasa Inggris melalui metode Think, Write and Practice. Penelitian tindakan kelas dengan tiga siklus ini dilakukan pada siswa semester 1 kelas VIII-2 tahun ajaran 2022/2023 di SMP Bintang Timur. Subyek penelitian seluruhnya berjumlah 32 siswa. Pengumpulan data dilakukan dengan menggunakan daftar periksa observasi, tes, angket, dokumen, dan catatan anekdot. Data yang diperoleh dianalisis secara deskriptif, berdasarkan indikator kinerja sebagai ≥ 78% pencapaian dalam menulis dan berbicara teks recount dalam bahasa Inggris. Hasil penelitian menunjukkan bahwa "Metode Berpikir, Menulis, dan Berlatih" dapat meningkatkan kompetensi menulis dan berbicara teks recount siswa. Prosesnya menggunakan kertas/catatan, alat tulis, daftar pengalaman, aplikasi google translate, aplikasi kamus, what'sapp, buku kamus, pengeras suara aktif. Indikator kinerja dalam menulis dan berbicara teks recount terdiri dari: memilih ide yang jelas, mengembangkan koheren paragraf, menyusun kalimat, menyusun tata bahasa kalimat, dan menggunakan diksi yang tepat untuk menulis, dan pengucapan, struktur, kosa kata, kelancaran dan pemahaman / isi dalam berbicara. Nilai rata-rata siswa dalam menulis teks recount meningkat dari 67,78 pada pra-siklus menjadi 75,01 pada siklus 1; 75,51 membaik menjadi 78,52. Karena masih ada satu komponen yang gagal, maka diperlukan siklus ketiga. Pada siklus 2 ; dan 78,52 meningkat menjadi 83,11 pada siklus 3. Kemudian, ada peningkatan yang signifikan juga pada kompetensi berbicara mereka. Rata-rata pra siklus adalah 66,23. Kemudian ditingkatkan ke siklus pertama. Itu 70,79. Selanjutnya mencapai 77,33 pada siklus kedua, menjadi 83,65 pada siklus ketiga.
Kata Kunci: *Menulis, Berbicara, Teks Recount, Aplikasi.*

INTRODUCTION

English nowadays is considered normal because there are many sources and supports, for example; google, you tube, tik tok, handbook, and so on. English has been widely heard, experienced and published or appeared through social media advertisements, news, songs, running texts, applications, and so on. English without intensive tutoring can be easily understood by learners, especially with some English applications.

However, it is not as easy and practical as we think. There are 2 skills in English that really need a lot of practice, namely writing and speaking.The author deeply feels the lack of time to develop children's writing and speaking. J. B. Heaton (1991:135) responds for learners that want to improve their writing skills that it doesn't need only grammar but also concepts and judgemental elements.

Furthermore, Cameron, Lynne (2001:40) says, "Speaking is the active use of language to express meanings so that other people can make sense of them." It means, speaking is a process of expressing ideas by using the language wgich can be understood ny the listeners

In many students in various schools it is clear that there are still many students who are very afraid of speaking English. Therefore the author feels it is important to conduct research on how to get students' children interest in writing and speaking English and this is carried out using the TWP (Think, Write and Practice) method for Grade VIII students.

The results of observations in class show that class VIII students get a lot of corrections for their writing and speaking. In terms of writing the linguistic elements of the recount text, there are still many mistakes, such as the use of pronouns, past tense, generic structures and story sequences. Whereas in speaking students tend to experience inaccurate articulation, unclear and incorrect pronunciation.

This is evidenced by the results of daily tests for skill scores. The author conducts a skill assessment in this case specifically to develop students' writing and speaking skills. Writing and speaking competence shows that the average value is 66,78 for writing and 66,23 for speaking and students who have not achieved the minimum completeness mix (KKM) are 32 students (0%). The KKM for English at SMP SWASTA RK BINTANG TIMUR is 78. It means that there are no students who score ≥ 78, so that the classical learning mastery level has not been reached. Use clear ideas (60.40), coherent paragraphs (68,20), sentence structure (70.00), use of proper grammar (68.90), proper vocabulary (70.20). And for speaking it seems similar; pronunciation (58,70), structure (60,50), Vocabulary (70,00), Fluency(71,55) and Understanding or contents (70,40). Researchers find problems that must be resolved. If not, this will affect student learning outcomes. Researchers as English teachers are challenged to use English by using the Think, Write and Practice method to overcome problems that occur in students in grades VIII because the Think, Write and Practice method is one of the right methods to help the learning process for writing and speaking. Based on the background above, the problems in this study are formulated as follows. How to improve writing and speaking competence through recount text in English with the "Think, Write and Practice" method in class SMP SWASTA RK BINTANG TIMUR?

This study aims to improve writing and speaking competence through English recount texts using the "Think, Write and Practice" method for class VIII SMP SWASTA RK BINTANG TIMUR students. Classroom Action Research is expected to be useful in motivating teachers to carry out simple research in order to solve learning problems in class. Classroom Action Research is useful for teachers to help the learning process, especially the use of the Think, Write and Practice method.

Cyril J. Weir tells that the ability to write and speak involves the use of clear grammar, vocabulary and articulation. The ability to do something about the language system is related to grammar rules, vocabulary and how these parts fit together. Competence is a person's basic knowledge about a system, event, or fact; invisible ability to perform language. In language classes, teachers and students can benefit from having other people involved in writing as a collaborative activity. In evaluating it would be better if more than one assessor was involved, in order to produce better ideas.

The definition of competence in this study leads to writing and speaking competence through some English recount texts. The process of writing English recount text begins by involving students in pairs in composing words into sentences, involving students in groups of four students working together in composing sentences into paragraphs related to English recount text and the speaking process involves the help of the Google translate application with the active loudspeaker, the Oxford Dictionary dictionary or u-dictionary application by activating its loudspeaker and a standard dictionary that has a good and correct way of

pronouncing English, such as Oxford Advanced Learner's dictionary.

J.B. Heaton says a clear description of writing that writing is the management of the composing process which involves setting goals, building ideas, managing information, drafting, revising, and editing. Meanwhile, writing and speaking competencies are built and achieved with the criteria of using (1) clear ideas, (2) using coherent paragraphs, (3) using correct sentence structures; word order, conjunctions, punctuation marks, (4) proper use of grammar (tenses), suitability of subject and verb usage, (5) proper use of vocabulary and 6 clear articulations.

Richards (2002: 316) argues that the writing process is a unitary activity in the classroom which involves four stages of writing planning, drafting, revising, and editing. Use sentences between paragraphs coherence, using the correct sentence structure, using the correct grammar, choosing the right vocabulary and using the correct spelling, punctuation, and capitalization.

How can the teachers assess the students' skills in speaking? The following are some kinds of components and rubrics of writing and speaking tests from some experts. In order to know the level of students' writing and speaking skills, of course, the students have to demonstrate or perform their performance of writing and speaking based on criteria of writing and speaking test or rubric for oral communications. Harris (1969:108) considers five components which should be included in testing the students' writing and speaking skills. They are: (1) pronunciation, (2) structure, (3) vocabulary, (4) fluency, and (5) understanding or content. Weir (1993:104) has another opinion. He states that there are five components of scoring in writing and speaking test. They are: accuracy, appropriateness, adequacy of vocabulary, grammatical accuracy, intelligibility, fluency, and relevance of content. Each of the components has four levels of ratings that will state the level of the students' speaking skills from low to high. This Think, Write and Practice technique has 3 phases. First, think about 2 types of experiences, namely good experiences and bad experiences. This is written on paper or side-by-side paper and in Indonesian, then translated manually and also with the help of a dictionary, google translate and a teacher. After that the third phase, students are expected to read repeatedly until they get good and correct pronunciation.

David P. Haris reveals that it is a learning strategy based on human nature to work together. The concept refers to learning methods that involve students working together in small groups and are rewarded for performing with their groups. According to Mandal that is a successful learning strategy in small groups of students with different levels of ability to increase their understanding of the material being studied. can be carried out during the writing process by planning, translating, drafting, reviewing, editing.

Based on the three opinions about understanding, it can be concluded that it is group work, both in pairs and in groups of four students to learn and work together in solving their problems. The meaning of group work is very clear that group members work positively with each other depending on one another, have responsibilities, interact positively, communicate with each other and there is an effort to process the tasks that must be done. The meaning conveyed from the three opinions is in accordance with the meaning used by the researcher.

TWP stands for Think, Write and Practice. The meaning of Think, Write and Practice as a method for writing English recount texts means a series of strategies that involve students being active in working together with other friends and the teacher and students overcome students' problems in writing English recount texts by applying the Think, Write and Practice Method. The Think, Write and Practice method consists of means that the process of writing English recount texts is carried out in groups.

METHOD

The method used in this Classroom Action Research is the Think, Write and Practice method. By applying the Think, Write and Practice method in learning to write recount texts in English, writing and speaking competence can be improved through recount texts for students of class VIII. This research model uses the model from Kemmis and Mc Taggart which involves planning, action, and observation, as well as reflection.

The results of reflection serve as a guide to modify an action to continue in the next cycle (Wijaya Kusumah & Dedi Dwitagama, 2010:20-21). In practice, each cycle consists of planning, implementing actions, observing, and reflecting. The application of the Think, Write and Practice method can be seen in the application of the following Classroom Action Research design.

Planning	Dilanjutkan pada siklus berikutnya
• Planning the TWP method • Membuat instrumen-instrument	

⬇

Acting
• Preparing all materials
• Role Model. The teacher becomes the role model to make students understand.
• Tell them to prepare, paper/notes, stationery, android, and list of experiences
• Write their experiences
• *Practice the written recount repeteadly by telling

Revised Plan
• Merancang lagi hasil temuan-temuan dari kegiatan refleksi apabila rata-rata hasil kompetensi menulis teks Recount bahasa Inggris dan mempraktekannya belum mencapai 78%. Merancang tindakan untuk mengatasi permasalahan yang ditemukan berdasarkan

Reflecting
• Merefleksikan penerapan metode TWP yang telah dilakukan
• Melakukan refleksi dengan kolaborator

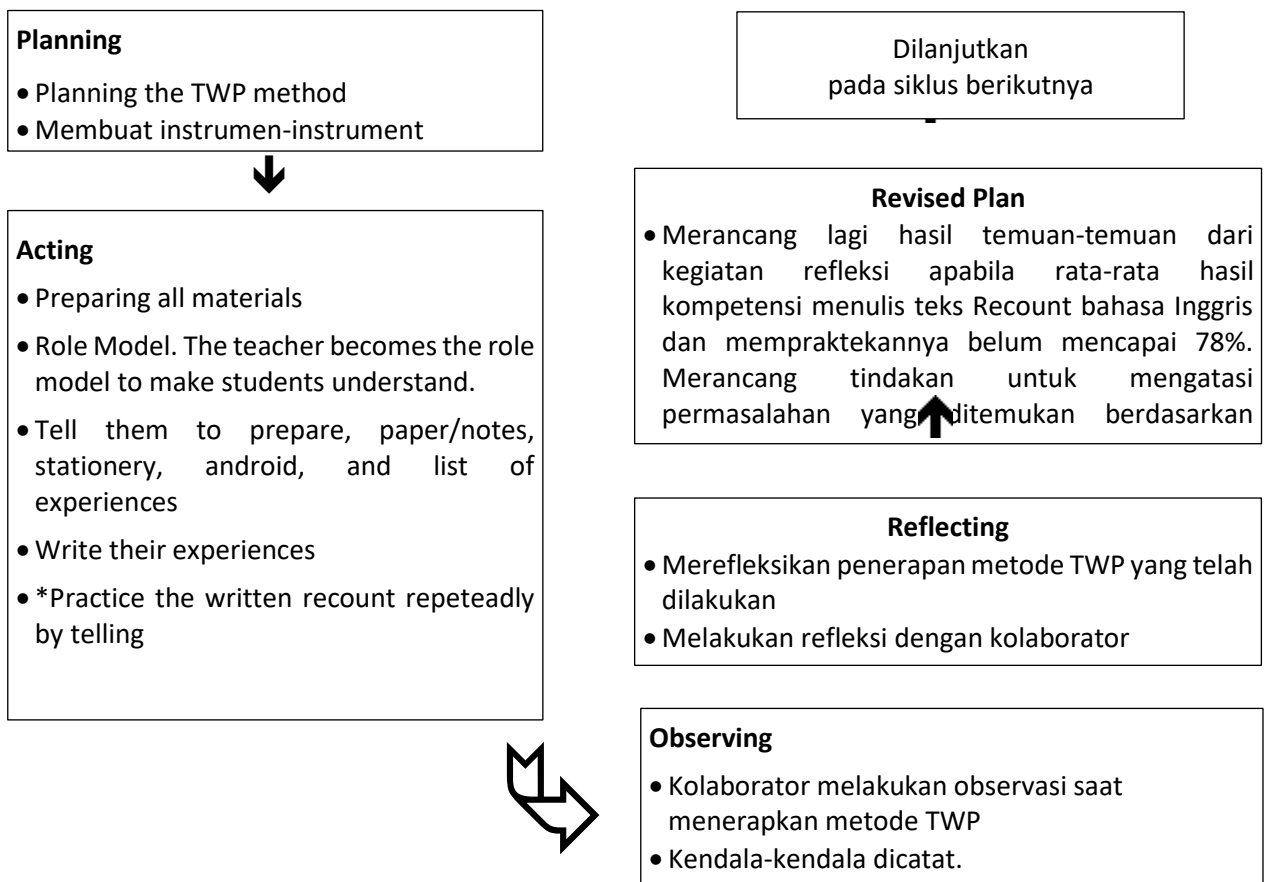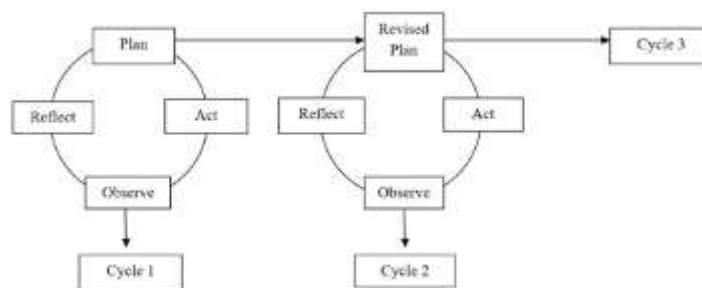| Observing |
|---|
| • Kolaborator melakukan observasi saat menerapkan metode TWP |
| • Kendala-kendala dicatat. |

Figure 1: Classroom Action Research Design

Scheme 1. A tool to improve students' ability

The process of writing English recount text begins with explaining and conveying the learning objectives to be achieved by students. The teacher divides the class in pairs. The teacher designs learning by starting with experienced teachers. The teacher, in this case the researcher, conveys some of his bad experiences and some of his good experiences. The author thought beforehand to collect concepts and stories. The author has paper or notes that list the sequence of events in experience, then, the author writes well and neatly in 3 paragraphs, starting with events orientation and reorientation. Indonesian writing and translations in English were also shown by the teacher directly, then, the teacher gave an example of conveying it in English after everything was written correctly in English. And, then students start it. Students are required to prepare paper/notes, experience lists and stationery. This Action class Research is carried out in 3 cycles. Each cycle goes through 4 stages, namely (1) planning, (2) implementing actions, (3) observing, (4) reflecting. The results of the first cycle determine the action decisions in the next cycle. If the results of the Writing and Speaking Competence in cycle 1 do not meet the established success criteria, namely: (1) the average score of the writing and speaking test/conveying English recount text from the initial score to the post-test score increases, (2) classical learning mastery at least 78%, then the research continues to the next cycle.

In this study using data obtained through class observation using observation sheets. Other supporting

data is in the form of student learning outcomes in writing and speaking competence. Student learning outcomes are collected by writing test techniques speaking performance tests. The test applied is a written test because this test is intended to measure writing competence, and a speaking/telling performance test related to the experiences written in the recount text. In this test the aspects that are assessed are (1) clear ideas, (2) use of coherent paragraphs, (3) use of correct sentence structures, and (4) use of proper grammar (5) use of appropriate vocabulary. And, in writing and speaking skills: (1) pronunciation, (2) structure, (3) vocabulary, (5) fluency, and (5) understanding or content.

The researcher used the results of the English recount text writing test as the main data which was analyzed descriptively quantitatively. Quantitative data in the form of writing and speaking competency scores through English recount texts were then classified qualitatively based on the KKM score. Writing and speaking competency in English recount text for class VIII SMP PRIVATE VOCATIONAL SCHOOL, RK BINTANG TIMUR KKM 78. Writing and speaking competency in English recount text achieved 78 or more is categorized as completed. Competency in writing and speaking through English recount text under 78 is categorized as "incomplete". Classical completeness is determined at 78%. This research is said to be successful if the competence in writing and speaking through English recount texts has been achieved equal to 78% or more.

RESULT AND DISCUSSION
Action Research in Cycle I

In action research, apart from conducting process assessments, evaluation is also carried out in the form of writing and writing and speaking competency tests through recount texts. The test aims to measure students' competence in writing English recount texts in using clear ideas, coherent relationships between paragraphs, using the correct structure, using the correct tenses, choosing the right and varied vocabulary, using spelling, punctuation, and using letters. capital, And, in writing and speak the skills: pronunciation, structure, vocabulary, fluency, and understanding or content.

Summary of Student Learning Outcomes Data in Cycle I

Data on the results of writing and speaking competence in cycle 1 students still have difficulty using clear ideas 74,05. Students have difficulty expressing their ideas in written form. The idea is difficult for readers to understand. Use of coherent paragraphs 76,21. The relationship between paragraphs is not well connected, so it is still difficult to understand. Value of using sentence structure 76,00. Students still have difficulty placing words in the right order. Students do not understand how to put the subject, verb, object, adverb, adjective in the correct position, use proper grammar 74. Students' ability to use grammar is still difficult. There are still many mistakes in using verbs for the past tense (past tense). and the use of appropriate vocabulary. It is proven that the achievement results are still below 78. The results of writing and speaking competence show that the average score has not reached the target, which is 75,01, below the set KKM score, which is 78. Judging from the classical completeness, it has not reached the target, which is at least 78%. And, it looks similar with the speaking competence. Pronunciation65,20, structure 68,62, vocabulary 72,05, fluency 73,77 and contents 70,79. It can be concluded that in average they still get hard to speak well or to tell the recount text well.

Reflection

Reflection was carried out after class observations in cycle I were completed. Reflection is carried out by identifying findings and listening to input from observers. The reflection results are used to improve the action plan in cycle II. The findings obtained by observers in cycle I are as follows:
1). Most of the students still had difficulties in using their ideas clearly in writing English recount texts, difficulties in using vocabulary correctly, difficulties in using sentence structures correctly, and using sentences between paragraphs that are not coherent. 2). Most students, especially those sitting at the back, pay less attention, tend to do other activities. 3). It takes a lot of practice in groups before writing your own. 4). Should be given a provision of time to do the task. 5). When giving models of English recount texts, the teacher needs to provide several variations of models of English recount texts. (6) Students need to emphasize the use of guide lines or generics again recount text structure in English to help in writing.

Proposed improvements from collaborators: 1). Need to give a lot of practice in groups and encouragement (reinforcement) that is repeatedly related to the use of clear ideas, coherent paragraphs, correct sentence structure, proper grammar, appropriate vocabulary. 2). Before practicing independently,

students need to practice a lot first in groups. 3). There needs to be another variation of the process of writing English Recount texts. 4). Students can work together using google translate, U-dictionary, what'sapp, dictionary book, etc. outside of learning hours related to the process of writing English Recount text from the easiest. The results of the writing should be pasted and studied together. This is in accordance with the concept where the learning process is by working in groups to help each other. Some students continue their practice through peer tutoring, teachers, google translate, u-dictionary, active loudspeaker, etc.. With this technique the process of writing English recount text and practicing pronunciation is getting better quality. Students can still communicate with each other and consult with other students, students can also practice independently, and students and ask questions to the teacher outside of teaching and learning activities in class. In cycle I, there were still weaknesses, especially the incorrect use of google translate. The use of google translate will be good if it is only for 1 word, groups of words and simple expressions.

It can be concluded from the results obtained in cycle I that it does not match the indicators set, both the use of clear ideas, the use of coherent paragraphs, the use of correct sentence structures, the use of proper grammar and the use of appropriate vocabulary. All the averages are less than the KKM, which is 78%, so the deficiencies or weaknesses that still appear in cycle I are corrected in the next cycle II.

Based on the weaknesses found in cycle I, the next plan is to improve students' understanding of English recount text so that students' ideas about English recount text are clear, variations of English recount text need to be given to students to examine examples of coherent paragraph writing, correct sentence structure, use proper grammar and use of correct vocabulary. Communication for speaking practice or telling between students and teachers needs to be intensified. A group cooperation needs to be improved, so that students are more daring to ask friends and teachers when they are young find it difficult in the process of writing English recount text and training students' speaking skills. Responding from the teacher immediately needs to be done when there are students' writing that is wrong, the revision and editing process needs to be done quickly and thoroughly for all students. Then, the teacher needs to create an atmosphere where children can easily and interestedly want to practice their recount.

Action Research in Cycle II

The implementation of the actions in cycle II was almost the same as the implementation of the actions in cycle I, there were several changes referring to the improvement of the action plan that had been carried out as an effort to improve the deficiencies found in cycle I.

Summary of Student Learning Outcomes Data in Cycle II

Data on the results of writing and speaking competence through recount text in cycle II for the use of clear ideas has reached 77,60. The ability of students to express their ideas in English recount text is easier to understand. The use of coherent paragraphs has reached 78,05. Students have been able to place a series of paragraphs correctly so that paragraphs are easier to understand. Students still have difficulty using the correct sentence structure 79,00. There is an error in the use of conjunctions, relative pronouns (Who, Which). The value of using proper grammar is 78,89.

Almost all component get 78 or more, that's why, the writer continues to the cycle 3. It actually happens as well in speaking. Pronunciation 78,00 structure 78,00, vocabulary 76,45, Fluency 76,80 dan understanding or contents 77,40. Learners almost reach the scores limit but, they have to dot another cycle to finis hit well.

Reflection

Based on the analysis of monitoring data during cycle II, several findings could be conveyed, including the development of students' competence in writing English recount texts, some students were correct in using ideas, using coherent sentences between paragraphs. Students still have difficulties in using the correct sentence structure, using the right grammar, and writing the right vocabulary. Improved verb pronunciation, for example, the past tense (V2) of verbs whose final letters end in t, d, such as; expected, visited, decided, crowded, etc. and verbs that don't end in, t and d, such as; joined, worked, played, repaired, and so on.

Action Research in Cycle III

Some suggestions Use clear ideas, use coherent paragraphs, use correct sentence structures, use grammar. Proper language and the use of appropriate vocabulary as prerequisites for producing good writing need to be rehearsed through groups before writing on their own. 2). The process of accompanying children and repeating

some of the articulations that are not yet correct, including more intensified pronunciation by using the media google translate u dictionary by activating the loudspeaker. The author also uses bluetooth devices and active loudspeakers so that students can collectively learn pronunciation.

Summary of Student Learning Outcomes Data in Cycle III

Results Writing competence through showing that writing competence through the use of clear ideas 82,50. Students have been able to express their ideas clearly, in accordance with the characteristics of English recount texts about someone's past experiences. Use of coherent paragraphs 83,45. Students have been able to associate one paragraph with another paragraph so as to create a series of paragraphs that are easy to understand. Use of sentence structures 83,70. Students have been able to construct the proper relationship between subjects, verbs, objects, adverbs, adjectives, nouns, conjunctions, prepositions, and relative pronouns (Who, which). Value the use of proper grammar 82,75. Students have been able to use past forms of verbs appropriately. Students have been able to use news sentences, negative by using past verbs. Writing and speaking competence with the highest use of appropriate vocabulary 83,85

Providing variations of English recount text and recording vocabulary that does not know the meaning has an impact on improving student vocabulary, and improvements in pronunciation as well as articulation are proven by the average value of all speaking competencies to make changes for the better. Based on the results of the indicators of competence in writing and speaking through the English recount test, the scores obtained by students have exceeded the success indicator of 78%. And, it happens really well to the speaking competence. Pronunciation 82,75, Structure 83,45, Vocabulary 84,90, fluency 83,50 and understanding or contents 83,65. So, at last they can do all The speaking practice well.

Reflection

Based on the results of writing and speaking competence through Cycle III, teachers need to reflect on their learning to make improvements so that students' writing and speaking competence through English recount text can be further improved. At a low level, the acquisition of writing and speaking competence shows that students are still not maximally mastering using proper grammar and telling it. Writing and speaking competencies can achieve better changes because students have often practiced by maximizing using google translate, u-dictionary, active loudspeakers with bluetooth, paper and stationery.

Based on the analysis of monitoring data during cycle III, it can be several findings were conveyed, including that the majority of students had an increase in writing and speaking competence through English recount texts. This can be seen when students use clear ideas in writing, use coherent sentences between paragraphs, use the correct sentence structure, use the right vocabulary, and for speaking competence students look confident because they have increased abilities in the fields of vocabulary, pronunciation, structure. , fluency and contents.

Students look enthusiastic in following the learning process. Active students in the learning process have practiced from composing words to sentences, compiling sentences into paragraphs, and writing English recount texts, practicing certain words, verbs using paper, stationery, experience lists, google translate and active loudspeaker, sharing with others. friends and teachers, this research was considered completed in cycle III.

Discussion

Intercycle description can be seen the increase from cycles I, II, and III. This increase in results occurred because the problems from cycle I were found by researchers and the results of reports from collaborators were recorded and documented as input for improvement in cycle II. In cycle II it is necessary to design learning based on the findings in cycle I, the advantages found in cycle I are maintained or improved. In cycle III there has been an increase in writing and speaking competence through English recount text. This happened because the findings of the problems that occurred in cycle II were corrected to be re-planned to be corrected in the learning process in cycle III.

Results Writing and speaking competence through English Recount Text

With the implementation of learning that applies Think, Write and Practice well, as well as the role of students in working together, both from the process of practicing writing English recount texts, practicing telling using google translate, u-dictionary, paper, stationery, active loudspeaker and sharing between students in their groups and the cooperation of students and teachers both in the process of practicing and writing English

recount texts, there is an increase in the competence of class students. The results of the writing and speaking competency tests showed an increase in the average score and an increase in classical completeness from cycle II to cycle III. The results of the writing and speaking competency tests through English recount text in the three cycles can be compared in table 1 below:

Table 1: Recap of Writing and Speaking Competency Test Results through Recount Text

No.	Component	Scor (KKM= 78)			
		Pre Study	Cycle 1	Cycle 2	Cycle 3
		eGuru Doc	Post test	Post test	Post test
1.	Clear Idea	60.40	74.05	77.60	82.50
2.	Coherent Paragraph	68.20	76.21	78.05	83.45
3.	Correct sentence Structure	70.00	76.00	79.00	83.70
4.	Proper Grammar	68.90	74.00	78.89	82.75
5	Proper Vocabulary	70.20	75.55	80.00	83.85
	Average	67,78	75,01	78,52	83,11

In the pre-cycle, the average score for writing competence is 67.78. In the first cycle, the average speaking competence was 75.01. In the second cycle, the average value was 78.02. In cycle III the average value of Speaking Competence was 83.11. The average value from cycle I to cycle II increased by 3,51%. The average value from cycle II to cycle III increased by 4,59 %. This means that the actions in this study have succeeded according to the target of at least 78%.

Table 2: Recap of the results of the Speaking Competency Test through Recount Text

No.	Component	Score (KKM= 78)			
		Pre Study	Cycle 1	Cycle 2	Cycle 3
		eGuru Doc	Post test	Post test	Post test
1.	Pronunciation	58.70	65.20	78.00	82.75
2.	Structure	60.50	68.62	78.00	83.45
3.	Vocabulary	70.00	72.05	76.45	84.90
4.	Fluency	71.55	73.77	76.80	83.50
5	Understanding or contents	70.40	74. 30	77.40	83.65
	Average	66,23	70,79	77,33	83,65

In the pre-cycle, the average speaking competency score was 66.23. In cycle I, the average speaking competency was 70.79. In cycle II the average value is 77.33. In cycle III the average value of speaking competence was 83.65. The average value from cycle I to cycle II increased by 6%. The average value from cycle II to cycle III increased by 6,66 %. This means that the actions in this study have succeeded according to the target of at least 6,32 %.

CONCLUSION

The use of the Think, Write and Practice method to improve writing and speaking competence through English recount text, begins with forming study groups considering that each student is able to prepare learning materials properly, such as android, paper, stationery, experience lists and readiness to ask questions and repetitive exercises. English was shown an average increase in writing competence through recount text from pre-cycle 67,78 to 75,01 in cycle I, there was an increase of 7,33 %. The increase from cycle I to cycle II, from 75,01 to 78,52, was an increase of 3,51 %. In cycle III there was an increase from 78,52 to 83,11. An increase of 4,59 %. The average competence of writing and speaking at 83,11 has exceeded the previously set indicator of 78 or more than 78. The use of the Think, Write and Practice method in the process of speaking also has a good improvement. from pre-cycle 66,23 to 70,79 in cycle I, there was an increase of 4,56%. The increase from cycle I to cycle II, from 70,79 to 77,33, was an increase of 6,66 %. In cycle III there was an increase from 77,33 to 83,65. An increase of 6,32 %. The average competence of writing and speaking at 83,65 has exceeded the previously set indicator of 78 or more than 78 English recount text encourages students to work

together in groups. The use of a smart phone that has *WhatsApp* is able to improve writing and speaking competence through English recount text.

REFERENCES

Cameron, lynne (2001). Teaching Languages to Young Learners. Cambridge University Press

Haris P. David (1969). Testing Englsih as A Second Language. England: McGraw-Hill

Harmer, J. (2007). *The Practice of English Language Teaching*. England: Pearson Education Limited.

Hedge,T. (2008). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

J. B. Heaton (1991). Writing English language tests. London. Longman group

Mandal, R.R. (2009).   *Strategies to Enhance Writing Skill. The modern journal of applied linguistics*, Volume 1.

Nurhasanah, N., & Fitriana, Q. (2018). *The Influence of Emotional Intelligence on Social Adjustments of Tenth Grade Students of SMA Unggul Negeri 2 Banda Aceh*. Jurnal Ilmiah Peuradeun, 6(2), 253-266. doi:10.26811/peuradeun.v6i2.212.

Pardjono dkk. (2007). *Panduan Penelitian Tindakan Kelas*. Yogyakarta: Lembaga Penelitian UNY.

Richards, J.C.(2002). *Methodology in Language Teaching*. England: Cambridge University Press.

Usman, M. (2015). *Teaching Model of Learning English Writing at University*. Jurnal Ilmiah Peuradeun, 3(3), 441-450.

Wardiman, A.(2008). *English in Focus for Grade VIII Junior High School*. Jakarta: Penerbit Pusat Perbukuan.

Weir, Cyril. (1990) Communicative Language testing. Prentice hall International.