

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

2.1.1. Definition of Writing

Writing was used from simple to complex as a way to convey ideas, opinions, experiences, events, and history. To write, we needed to form letters and words, join together to make words, sentences or a series of sentences connected to convey a message. At school, writing has great benefits for passive students. They can express their ideas or experiences freely without feeling ashamed. This is also good for the development of student writing.

Nation (2009:113) in Novi Mariono (2019:7) defines that writing is an activity that can be prepared in a useful way by working in other listening, speaking and reading skills. Writing is the final stage in language learning after listening, speaking and reading, which are very important for students to develop. So, before writing, students must be able to listen, speak, and read.

According to Brown (2004:218) in Novi Mariono (2019:8) writing is basically a convention for recording speeches and for strengthening grammatical and lexical features of language. It's mean that writing is an instrument to document all the things we have felt and thought. We live in an era where oral communication still dominates in everyday life, but oral communication cannot always be remembered and understood. The only way to devote what we have said and thought is through writing. By writing someone will think and keep

trying to develop his understanding and ability. This can break down the emergence of new ideas. The appearance of these new notions can be a motivation to keep writing so that can improve the grammar and vocabulary.

Cox in Brindley (2005:151) in Novi Mariono (2019:8) says that written language serves many purposes both for individuals and society as a whole, and is not limited to information communication. Writing is not only used as a means to provide information but also can be used to entertain, describe things and convey opinions that are able to straighten matters that are deemed deviant.

Based on the above understanding, writing is one of the English language skills that is important to be developed by students through their ideas or experiences which can be put into writing.

2.1.1.1. Definition of Writing Ability

Writing ability is one of the productive skills that should be mastered in using language. Harmer (2007) in Atikasari Husnaand and Akhmad Multazim (2019:56) explains that the key factor in the success of productive skill tasks is the way teachers organize them and how they respond to the students' work. In addition, Bachman (1990) in Atikasari Husna and Akhmad Multazim (2019:56) states that organization competence is the ability to comprehend and form correct sentences, understanding meaning of sentences and pour these sentences into a text. Based on this statement, it can be concluded that writing is a one of productive skills which affects in written communication and it needs good organization to result meaningful sentences. Then, Browne (1999) defines that

children need to learn about writing as well as learning how to write. Children learn the steps of writing when they build new skills upon the old. Writing develops from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammatical, and organization will be learned together and grow together to help the student demonstrate more advanced writing skills based on their step level.

2.1.1.2. Criteria of Writing

Tarigan (1994:6) explain some criteria of good writing in Hotimah (2015:15), there are:

- a. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.
- b. A good writing result shows the abilities of writer to write clearly (unambiguous), to use the sentence structure well, languages, and example, therefore, it make the readers easy to understanding the explicit and implicit meaning.
- c. A good writing result shows the ability of the writer to write surely it can take the readers interest to the main ideas of the writing it can describe the main idea clearly and logically.
- d. A good writing shows the ability of the writer of criticize his draft and writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising the draft.
- e. A good writing result show the proud of the writer to his writing.

2.1.2. Text Types in Writing

2.1.2.1. Descriptive Text

Descriptive text is a type of text that is created to provide information to readers about a visual or mental image of an object about what an object looks like. The object described can be inanimate or living.

2.1.2.2. Report Text

Report text examines the results of observations, studies, research, observations or studies of objects, animals, people or places. Report participants tend to be general. The data presented are generally in the form of general conclusions about the characteristics, characteristics and presence and state of the participants.

2.1.2.3. Procedure Text

Procedure text is a type of text that is created to provide information to readers about how a job should be done or completed. In other simpler terms, procedure text is a guideline text.

2.1.2.4. Narrative Text

Narrative text is a type of text in the form of a story or fairy tale that aims to entertain readers. The main characteristic of narrative text is that there are problems or things that are considered problems or complicated and the steps taken to respond to these problems are generally in the form of solutions to

narrative text content which can be in the form of imaginary stories or real stories that get engineered spices.

2.1.2.5. Recount Text

Pardiyono (2016:215) states Information messages conveyed in recount form text are information about various things or events in the past. Therefore, what is characteristic of the recount type text is the use of the predicate verb in the past form. And also Otong Setiawan Djuharie (2007:44) states recount text is a type of text whose content reports events or activities that happen to someone or in the form of someone's experience. The purpose of the recount text is for informing or entertainment.

Recount text has the structure as follows:

1. Orientation, the introductory such as introduction of names, time and place.
2. Events, series of events.
3. Reorientation, closing the phrase which indicates or the event or activity has been completed.
4. Private comments on the events presented are optional.

Recount text often uses certain linguistic elements, including:

1. Certain nouns as pronouns, for example Otong Setiawan, Seanu Prabu, Ratu Kadita, Eha, Djuharie, etc.
2. Individual participant, focus on the specific participant (actor) specific
3. Past tense use the past tense verb, for example went, ran, ate, etc.

4. Time connective and conjunction to sequence events, for example after, before, soon, then, after that, etc.
5. Action verbs, verbs that show events or activities for example stayed, climbed, killed, etc.
6. Adverbs and adverb phrases to show place, time, and way, for example yesterday, last week, at home, slowly, carefully, etc.

2.1.3. Grammatical Expression of Recount Text

Information messages conveyed in the form of repeated texts are information about various things or events in the past. Therefore, the characteristic of recount type text is the use of grammar, here are some things that need to be considered in the recount text.

1. The past verb includes the relation verb: was and were and the action verb; that is all verbs outside the relation verb.
2. The action verbs in the past form are grouped into: regular verbs, with the ending -ed; and irregular verbs, that is they do not have the regularity of the form.
3. It should be noted that, the verb past is basically a root verb + suffix -ed = Verb + did.

If the addition of the -ed suffix to the verb makes it 'nice' to listen to, then the verb becomes a regular verb. Consider the following examples of changes:

- Enjoy + did : enjoyed

- Want + did : wanted
- Promise + did : promised
- Finish + did : finished

However, if the addition of the -ed suffix to the verb makes it 'uncomfortable' to pronounce, then the verb undergoes an irregular or irregular change in form: Consider the following example:

- Sit + did : sat
- Drink + did : drank
- Eat + did : ate
- Spend + did : spent
- Come + did : came

4. The predicate verb, not only consisting of one word but also often in the form of a phrase or group of words with one verb as the core. At the heart of it is the word on the back (in the following example in bold). However, the part of the word in front that changes to the past form. Consider the following examples:

- Wanted to **make**
- Should **invite**
- Began to **think**
- Promised to **come**
- Had **finished**
- Had **prepared**
- Finished **enjoying**

5. Since the verb past is basically the root + did verb, the negative form of the past verb, both regular and irregular, always uses did. Likewise for the interrogative sentence. Consider the following examples:

- **Didn't** buy
- **Didn't** come
- **Didn't** want
- **Didn't** enjoy
- What **did** you eat?
- Where **did** you go?
- What time **did** they come?
- What **did** they promise?

6. Although the recount text contains information messages in the form of news about past matters, activities or events, for general reality things or facts still use the Present form predicate verb. Therefore, in the recount text only past activities or events are expressed in past form. Consider the following examples:

- Last week, I **visited** Prambanan temple. It **is** true that Prammbanan **is** a beautiful temple.
- Prambanan **is located** in Klaten, Central Java.
- Many people **visit** it every year.
- There **are** many public transports that **can take** people there.

Only activities including past realities are expressed using the past form predicate verb.

- We **went** to Prambanan by bus.
- We **left** early morning and **got** there around 10 am.
- We **climbed** up and **walked** around the temple.
- We **were** a little tired but we really enjoyed the wonder of the temple.

Messages or information in the text can be expressed using a variety of sentence forms. Simple sentences are used to convey things that are concise and emphatic. Compound sentences are used to summarize information that should be conveyed in two or more sentences, condensed into one sentence, so that it becomes more efficient. Complex sentences are used to convey a message that requires elaboration or addition of information so that the core of the message in the sentence becomes clearer.

2.1.4. Type of Recount Text

Dirgeyasa (2041:25) classifies recount text into three categories, namely:

a. Personal Recount

This usually retells an event that the writer was personally involved in. In this type, the author directly as one of the characters in the story or provides information about the writer's past experience. Personal recount would not be too an emotional and more about the details of something. The writer must structure their story in a way that makes sense while using language that matches the same purpose. For example, Diary entries, Personal letters, and Autobiographies.

b. Factual Recount

It records an incident. The factual recount itself has the purpose of presenting reports of events that have actually occurred. It usually functions to inform the general public about the details of what has happened in a particular event. The News report is the most common example of factual recounts. Another example is a science experiment, Police report.

c. Imaginative Recount

An Imaginative recount is a recount type that has imaginative goals, in other words, the author tells events or experiences in the past that are not real or actually happened and gives details of events. The language used in imaginative recounts differ from personal and factual recounts, but the structure and sequence remain the same. For example a day in the life of a pirate.

2.1.5. Example of Recount Text

The following story is the example of recount text and also including the generic structure:

a. Personal Recount

Table 2.1.Example of Recount Text

Holiday in Jakarta	
Orientation	Last holiday my family and I went to Jakarta. We visited my uncle's house. It

	had a big garden and a lot of colorful flowers and tennis court.
Record of Events	On Friday my nephew and I Went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Fantasi and Dolphin show.
Re-Orientation	On Sunday we went to Regunan Zoo and then we went home. We really enjoyed our holiday.

b. Factual Recount

Titanic	
Orientation	On April 15, 1912, Titanic, one of the British largest and luxurious liners, sank into the North Atlantic Ocean about 400 miles south of Newfoundland, Canada.

Record of Events	<p>That giant ship which carried 2,200 passengers and crews had struck an iceberg. Two and a half hour later the ship sank into the deep North Atlantic Ocean at 2:20 a.m. From that tragedy, more than 1,500 people went down in the sinking ship. Some of them froze to death in the icy North Atlantic water and around 700 people (high class woman and children) survived.</p> <p>Unfortunately that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so that the victims of that tragedy were more than the half passengers and crews.</p>
Re-Orientation	<p>That tragedy became popular again some years later after James Cameron directed a movie entitled Titanic in 1997.</p>

	<p>The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.</p>
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c. Imaginative Recount

Spiderman	
Orientation	<p>I was dreaming of being super hero when I was a teenager. I imagined myself as Spiderman.</p>
Record of Events	<p>One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying. At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid they would angry with me. After that, something</p>

had happened in my body and I still did not recognize it. I lived as I did usually, went to school, go home, eating, doing some activities and so on. I realized at the first time that I had a super power was when I was getting an accident.

I rode a motor cycle and suddenly there was a bus crashed me. I bounced out of the road and my motor cycle was totally broken. But at that case, I did not feel any hurt. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I run after it and I didn't know why I could run so fast and jump so high. I jumped to the back of the bus and climbed it like a spider. I went to the front, stooped the bus and took the driver out of the bus door. I knew that I was no more normal human being. I did nothing more to the bus driver. I went back

	home and decided the next action to do after that.
Re-Orientation	I did nothing like the Spiderman at the movie that help people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hide my power from anybody else. I used my power only when I or my family and friends got into dangerous.

2.1.6. Learning Media

2.1.6.1. Definition of Learning Media

Media comes from Latin which is the plural form of the word "medium". The dictionary means intermediary or introduction. According to Haryono (2014: 47) in Frengky Zulus Karnaen (2016:13) learning media can be said to be a tool that can stimulate students so that the learning process occurs. According to Punaji & Sihkaduden (2005: 16) in Frengky Zulus Karnaen (2016:13) media is a tool or means or devices that function as an intermediary or channel or bridge in communication activities delivery and receiving messages between communicators messenger and the communicant the recipient of the message.

According to Sanjaya in Haryono 2014:47 in Frengky Zulus Karnaen (2016:13) states that the learning media includes hardware that can deliver

messages and software containing messages. In this case, the learning media in question are various tools and materials that can be used to assist in the delivery of learning material. Media is a tool which conveys or delivers learning messages.

Based on the above understanding, it can be concluded that the media learning is a tool or device used by the teacher as a tool to make it easier, clarify the delivery of a learning material. The use of instructional media in the teaching and learning process aims so that learners become active easily understand a material independently. The use of media also minimizes misconceptions for participants' understanding students because students can see directly without imagining a learning materials.

2.1.6.2. Benefits and functions of learning media

The teaching and learning process can be more effective with teacher using and make maximum use of learning media. According to Daryanto(2012: 5) in Frengky Zulus Karnoen (2016:14)the following useful media clarify the message so that it is not too verbal, overcoming limitations space, time, energy, and sensory power, generating a passion for learning ,can be directly between students and learning resources, the ability of children to learn independently with talents and abilities visual, auditory, and kinesthetic, give the same stimulus, equate experience, and cause the same perception and process learning contains five components of communication, namely the teacher (communicator),learning materials, learning media, learners (communicants), and objectives learning. So, learning media is anything that can be used to stream messages (learning

materials) so that they can attention, interests, thoughts, and feelings of students in activities learn to achieve learning goals.

The function of learning media as a teaching aid for deliver a learning material. Use of learning media too can foster interest, motivation, and learning experiences great fun. According to Haryono (2014: 49) in Frengky Zulus Karnaen (2016:14) the media have some of the functions of which are as follows: Overcoming the limitations of the experiences students have. Each student's experience is different, depending on the determining factors a wealth of children's experiences such as book numbers, travel opportunities, obtain a clear picture of objects that are difficult to observe directly, because object is too big, object is too small, The object is moving too slowly, the object is moving too fast, the object is moving too slowly complex, objects whose sound is too subtle, objects that are too far away in, hazardous object, supports direct interaction between students and their environment, generating uniformity of observations, embedding basic concepts that are correct, concrete, and realistic, generating new desires and interests, generating motivation and stimulate children to learn, provides a well-rounded experience from concrete to abstract and make it easy for students to compare, consider, describe, an object.

From the explanation of the experts above, it can be concluded that using there are many benefits of media in the teaching and learning process. The benefits are perceived is that student will more easily accept and understand a theory. Another benefit is that students will feel they have an interest, motivation

and learning experience with the teacher using deep learning media teaching and learning process.

2.1.6.3. Classification of Learning Media

Learning media that teachers can use in the process teaching and learning has two types, namely starting from simple direct can be used in the environment to the complex or sophisticated. According to Haryono (2014: 51-52) in Frengky Zulus Karnaen (2016:16) as follows: Media designed (by design), namely media and learning resources specifically designed or developed as a system component learning to provide focused and formal learning facilities, the media used by utilization, namely media and learning resources which are not specifically designed for learning purposes and their existence can be found, applied and used for learning purposes. The teacher needs to understand the media classification in order to know the difference between one media and another. Therefore, the media needs to be classified. According to Gagne in Daryanto 2012:17 in Frengky Zulus Karnaen (2016:16) the media is classified into seven groups, namely objects to be demonstrated, communicated verbally, printed media, still images, motion pictures, sound films, and machine learning. Seventh the classification of learning media is related to its ability occupy functions according to the developed learning hierarchy, namely the easel learning stimulus, attracting interest in learning, examples of learning behavior, providing conditions external, guiding ways of thinking, entering the transfer of knowledge, assessing achievement, and the feedback giver.

Based on the above definitions, it can be concluded that all types of learning media can be used to help communicating a subject matter, but the teacher must be able to choose which media is in accordance with the needs of students. Media classification learning aims to assist teachers in selecting the right media on time planning learning to achieve certain goals.

2.1.7. Magic Disc

The magic disc is a learning media that has a semantic function, especially in the pronunciation or understanding of symbols. Learning outcomes improved after using the magic disc repeatedly. The magic disc has also been heavily modified in various forms.

Kursini in Fauzan Zulkarnain (2019:6) research states that the use of media audiovisual magic disc can improve students' motivation significantly in language learning. Magic Disc as a learning media is an important facility in schools because it is useful for increasing students. With magic disc, students are invited to actively pay attention to what is being taught by the educator. The use of a magic disc is followed by the active child method, then the effectiveness of learning will be better.

As a media for learning magic disc is a supporting facility in school because it is useful to increase the attention of students. Selection of media development disc in recount text material is in order to increase the attention of students where students are invited to actively pay attention to what the educator teaches so that it is expected to understand the material presented by the educator. In

accordance with Kusrini opinion, the use of audiovisual media magic disc can significantly increase student motivation learn the language. For that it can be stated that media development magic disc on material is efficient enough to help mastery or understanding of the recitation material. It can be concluded that the magic disc is a learning medium or aids used in the field of education in the form of circle that can facilitate the delivery of messages and deep understanding the learning process takes place.

Here the example of Magic Disc Learning Media



Figure 2.1 Magic Disc Learning Media

2.1.7.1. The Characteristics of Magic Disc

Magic disc is a learning medium with printed visual characteristics which is applicable and practical for students. From the meaning of the magic disc above this learning media is very effective for use by students as a tool to understand the subject matter provided by educators, where this magic disc media has two sides,

namely the side circles and sides of the square. As for the characteristics of the magic disc media is as follows:

- a. The magic disc has two different sides.
- b. At the front of the circle there is a cone-shaped paper containing activities that have been carried out by students.
- c. Each color in a circle is different and has a different meaning.
- d. Easy to use.

2.1.7.2. The Advantages of Magic Disc

- a. No equipment required

The use of magic disc media and not need other supporting equipment in its use, for example computers and projectors. The use of magic disc media only requires lighting for the media to get used clearly.

- b. Easy to use

Magic disc media is easy to use compatible with hint. Students can use in accordance with directions of educators before using the magic disc media.

- c. Complex simplification of ideas

The magic disc media helps simplify the concept of learning. So that it makes it easier for students to understand the material well.

2.1.7.3. Disadvantages of Magic Discs

- a. Resistance

Magic disc is printed in paper, although it has printing paper specifications with the thickest and most laminated sizes glossy, when the use and storage are not careful then the media is prone to damage.

b. Storage

Magic disc media requires adequate storage right. Both in terms of storage, room temperature storage, and how to store it.

c. Two-dimensional in shape

Media magic disc only shows one view because it is two-dimensional, although the disc has two sides but can only be seen from one point of view.

2.2. Previous Studies

Based on the title of this research, the researcher must find the related studies concerned with the title. The previous studies related of this title are:

1. Novi mariono (2019) the title of this research is “The Effect of Applying Poew Model Assisted by Quartet Card on Students’ Achievement in Writing Recount Text”. Based on the research findings, the similarity of this study is focused on writing skills in identifying these problems, the students' ability in writing recount text is still low.
2. Billasari (2020) the title of this research is “Using Magic Disc to Increase Students’ Speaking Ability at the First Grade Students of SMAN Barru”. Based on result found, the using magic disc to increase students’ speaking

ability at the first grade of SMA Negeri 4 Barru. T-test result in which the value of the t-test was 7,09 than t-table was 1,7108 at the level significance and degree of freedom (df) was 24.

3. Fauzan zulkarnain (2019) in this research about “Pengembangan media pembelajaran Magic Disc Tajwid pada pelajaran Qur’an hadist materi Nun Mati (Sukun) atau Tanwin MTS Negeri 1 Lampung Tengah”. Based on the research findings, the researcher found that the development of magic disc media can be used as a media in learning.
4. Nila aini rosyida (2019) in this research about “Pengembangan media Pembelajaran Magic Disc pada Materi Pelajaran Ilmu Pengetahuan Sosial Materi Keragaman Suku Bangsa dan Budaya Indonesia”. Based on the results found, the researcher found similarities using the magic disc as evidenced by the percentage of results from the validation of material experts who stated that it was very valid and from the results of the study, the post-test average value was better than the pre-test average value.
5. Eva darmini (2019) the title of this research is “Improving the Students’ Ability in Writing Recount Text by Using Mr. Bean Video at Second Grade of MTs PAB 2 Sampali”. The researcher found the problem of this research is the Students’ in writing recount text is still low, the students still make mistakes in sentence pattern on writing recount text, and the teacher is less in using media in class so that the students bored, the researcher using Mr. Bean video to increase students motivation in writing skill.

6. Minrahmatika apni (2018) in this research about “The Ability in Writing Recount Text of the Tenth Grade Students at Senior High School 2 Pekanbaru”. Based on result found, referring to the data analysis and data presentation the researcher depicts the conclusion that the students’ ability in writing recount text of the tenth grade at Senior High School 2 Pekanbaru is seen by the total score was 2462.5 and divided based on the rubric of writing and the mean score of the students’ score was 68.40. There searcher found that the students’ ability in writing recount text was categorized into good level.
7. Yuli triana (2019) the title of this research is “The Use of Diary to Improve Students’ Ability at Writing Recount Text at MTS Madani Islamiyah School Pemantang siantar”. Based on research in this research was based on the students’ difficulties in writing recount text and used test that done before the implementation of the actions (pretest) and after the implementation of the actions (post-test I and post-test II). The result of this research showed that there was increasing of students in writing recount text. The mean of the pre-test was 45.93, the mean of the first cycle was 69.8, and the mean of the second cycle was 79.06. It means that the hypothesis (Ha) of the research is accepted. Based on the findings, it can be concluded that the use of diary can improve the students’ ability at writing recount text.
8. Ifan mustofa (2020) the title of this research is “Improving the Recount Text Writing Ability Using Mind Mapping Technique among the Second year Students at MTs Miftahul Huda Seputih Raman Central Lampung”. The

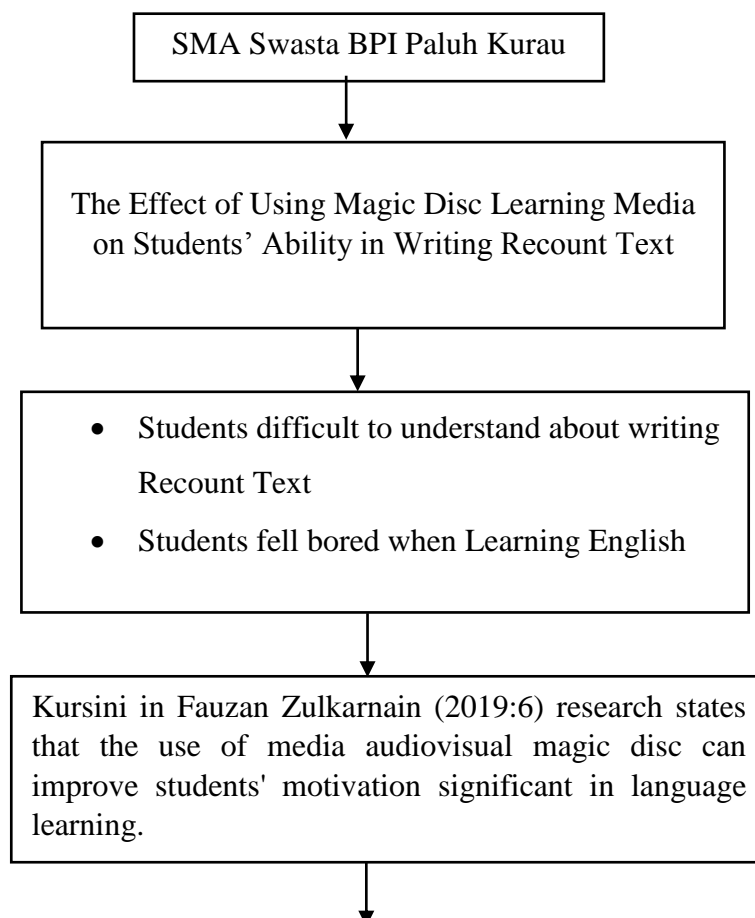
result of the research indicated that the average scores of the students' recount writing skill right now are: 56.56 in pre-test, and 73.75 in post-test 2. In short, the use of Mind mapping technique can improve the students' recount writing skill among the eighth-grade students of MTs Miftahul Huda Seputih Raman in academic year 2019/2020. Besides, the use of Mind mapping technique in class can improve the students' recount writing skill, because it promoted their ideas in writing in a class and outside of class.

9. Antikasari husna and Akhmad multazim (2019) the title is "Students' Difficulties in Writing Recount Text at Inclusion Classes", in Journal LET: Linguistics, Literature and English Teaching Journal. The result of the study shows that the students' difficulties in writing recount text are related to content aspect, organization aspect, grammar aspect, mechanic aspect and generic structure of recount text aspect especially in orientation and reorientation.
10. Icha Chairunnisa (2017) the title of this research is The Effectiveness of Writing Diary Activities in Improving the Students' Ability in Teaching Recount Text at Eight Grade MTS Al-jam'iyatul Wasliyah Medan in Academic Year 2016/2017 in this research, the researcher found students' difficulties in comprehending writing recount text the result of the test showed that the students' score in the pre-cycle test was 59.22, the students' score in the cycle I test was 68.22 and the students' score in the cycle II test was 73.17. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I

test. The researcher concluded that the research improved students' skill in writing recount text by writing diary activities and get better score.

With these related studies, the researcher can consider that the research entitled "The effect of using Magic Disc Learning Media on students' Ability in Writing Recount Text" has not been researched before. Besides that, by the findings of studies that used Magic Disc Media always showed improvement. This gives the research a hope that the research can be as successfully as the previous studies.

2.3. Conceptual Framework



Magic Disc Learning Media was given effect to students of tenth grade at SMA Swasta BPI Paluh Kurau

Figure 2.2 Conceptual Framework of The Effect of Using Magic Disc on Students Ability in Writing Recount Text.

(Sianturi Hermin, 2021)

Based on Basic Competencies in Senior High Schools, students must master composing recount text. It means student must create or produce well written text. Teachers have to consider things that can encourage students to practice writing are like learning model sand the media. Through magic disc media in teaching writing as one of them alternative ways that students can easily design, express, and compose their ideas become a single piece of writing with good grammar and grammar make it up worth reading also serves to excite enthusiasm and eliminate boredom in students, so that students was been more and more active and more enjoyable teaching and learning.

2.4. Hypothesis

Sugiyono (2018: 96) states that the hypothesis is a temporary answer to the formulation of research problems, where the formulation of the research problem has been stated in the form of a question sentence. It is said to be temporary, because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection. So the hypothesis can also be

stated as a theoretical answer to the formulation of the research problem, not an empirical answer to the data.

Based on this understanding, the hypothesis formulated in this study as follow:

- Ho : There was not significant effect of using magic disc on students' ability in writing recount text.
- Ha : There was significant effect of using magic disc on students' ability in writing recount text.