CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. It also becomes a second language that is used in many countries, but English is a foreign language for Indonesia people. It is important to be able to master it well. Based on the curriculum in English for Senior High School, the purpose of teaching English for students are expected to be able to communicate in writing.

As an International language, English is used by people in the world as a tool of communication. English becomes important in life since it is used in many activities such as: education, business, sport, technology, science, etc. The aim of teaching English is the students can develop their abilities in English spoken and written. The students are expected to master four language skills namely listening, reading, speaking, and writing in order to be able to use English communicatively.

Writing is one of four language skills which can support the other language skills in learning English. Writing is a process of transforming thought and ideas into written form. According to Meyers (2005:2) writing is a way to produce language naturally when you speak. Byrne (1979:1) states that writing involves the encoding of a message of some land; that is, we translate our thoughts into language. It means that we need to organize the sentence carefully so the reader can understand with our writing.

Further, Harmer (2004:33) states that writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities.

It gives students time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books, and other reference material to help in writing.

Actually, writing is a good way to develop English skill, but most of students state that it is most difficult skill in learning process to express their ideas in written. Therefore students need a lot of practices to apply their writing ability. During teaching practice programme (PPL) in SMK N 1 Medan, the students' ability in writing is still low, especially in writing recount text. Recount is a writing about past events or a piece of text that retells past events, usually that has something happened. The purpose is to give the audience a description of what occurred and when it occured. Generic structures of recount text are orientation, events and re-orientation. There are some factors cause this, they are still low in writing abilities namely: (1) the students were seldom practiced writing ability in the class, (2) the students were still confused how to start writing, how to build a good sentence with right grammar, (3) the students had no idea to express, (4) the students lacked vocabulary and grammar, (5) the students were less confidence to use their own language, (6) the teacher did not create an interesting technique in teaching writing. The basic competence that should be achieved in the first year senior high school in writing English is having ability to develop and produce written simple functional text in the procedure text, narrative text, recount text, descriptive text, and news item. The students must be able to express the meaning and rhetorical ways of short simple essay on procedure form accurately, clearly, and acceptably to interact with the other people.

In teaching learning process, the students must be able to: find ideas, convey message, write originally in their own word, express ideas coherently, organize ideas, and use right vocabulary,

grammar, punctuation, organization and spelling (mechanics). The students must write a recount text based on generic structures and grammar language features of the text.

To improve their writing, the teacher must be able to apply suitable media to teach writing. One of them which the writer is interested in applying in the class is Voice Thread media. According to Penn State (2009), Voice thread is internet based application that allows users fostering album media offerings that may be shared and commented on visitors are not immediately in the form of text, sound, or video. These offerings may encompass any form of digital media including images, audio, video, and text. Results of a combination of offerings digital and audience comments collected. The purpose is to improve students in level of interactionaround class in the teaching of writing ability.

Voice thread is an effective as media to improve students' writing ability. There are many good reasons for using voice thread in class. First, voice thread helps students cope with real life situations. Second, voice thread helps students work together as a group, and communicate in order to understand each other. Last, all four language skills are practiced in voice thread as media such as listening (the students listen to the teacher when she a dictates a text), speaking (the students think what the text is about), reading (they take notes and write it to reconstruct the text), and finally writing (the students reconstruct the text by using right grammar, vocabulary and spelling).

Voice thread procedures are practical, yet flexible enough to account for the needs, interests, and learning preferences of each learner. But more than that, the voice thread activities allow English learners to be active and reflective during the learning process.

Voice thread procedures illustrates a learning approach where the students have opportunities to integrate reading, writing, listening and speaking through social interaction. By this media,

students are challenged to interact naturally in the language, are emphasize that English is not just an academic subject that should be passed in examination but as real means of interaction and sharing among the people. In addition to that, the writer expects that by this teaching and learning technique, students do not consider English as a boring lesson but rather as an interesting lesson to learn and the students can improve their wiring ability especially in writing procedure text easily with the right generic structures and grammatical features after learning this media. The writer hopes after learning this media, the students more confidence in creating their ideas in speaking or writing in their life.

Based on explanation above the writer will conduct a study entitled "the use of voice thread as media to improve students writing ability in the recount text."

1.2 The Problem of the Study

Based on the explanation in the background of the study, the problem can formulated as follow "Does Voicethread media Improve students writing ability of the recount text at the Tenth Grade of SMK N 1 Medan?"

1.3 The Objective of the Study

Based on the formulation of the problem above, the objective of the study is to find out whether the application of voice thread media can improve students' writing ability especially in writing recount text.

1.4 The Scope of the Study

There are fifteen genres of writing namely spoof, report, descriptive, news item, exemplum, narrative, procedure, explanation, analytical explanation, discussion, review, documentary, hortatory exposition, anecdote, and recount (Hartono, 2005:6). In this research, the writer focuses on the procedure improving recount text of Generic Structure.

1.5 Significances of the Study

The significances of the study are :

Theorically

1. As an alternative in teaching writing ability

2. For further researcher

Practically

1. For the English Teacher, it is better to use voice thread to make the teaching and learning process more interesting especially in teaching writing procedure text. Voice thread can improve the students' abilities in writing recount text. By applying voice thread as media, they are easier in writing recount text.

2. For The Students, the research is expected to motivate them in learning writing of recount text because by using voicethread, the class will be interesting. hence, the students can improve their writing ability.

3. For The Readers, who are interested for their study related to this research can add their knowledge to enlarge their understanding about how to improve the students' abilities in writing to search for another references.

4. For the Researcher, who want to develop information and knowledge and for those who have interested in doing research related to Voice thread as media are able to make a research in other discipline.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. Some related theories are used for some basic theories to support the study. To avoid misunderstanding between the writer and the readers, some terms in this study should be made clear. The terms used in this study are following.

2.2 Definition of Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. It is one of the

four basic skills (listening, reading, speaking, writing), that are very complex and difficult to learn.

Some experts have given definition about writing. According to Meyers (2005:2) writing is an action a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. According to Morley (2007:8) writing is an extreme act of attention and memory, it pleads with your brain cells to make new connections. Moreover, Siahaan (2008:2) states that writing is the productive language skills**.** It means that, writing is a process of creating ideas, generating them, well organizing them to communicate with others and express our ideas in spoken and written.

2.2.1 Process of Writing

Meyers (2005:2-3) states that a good writing is worked through process, even not every writer writes in the same way exactly. Meanwhile, in order to write well, there are six steps that must be followed :

a. The first is exploring ideas. In this step, subject, purpose, and audience need to be considered.

b. The second is prewriting by using brainstorming, clustering, or free writing.

c. The third is organizing.

d. The fourth is writing a first draft by writing quickly to record thoughts and putting notes and new ideas in the margins.

e. The fifth is revising the draft by reading it aloud and adding or omitting materials then moving materials around.

f. The last is producing the final copy.

2.2.2 Purpose of Writing

According to O'Malley and Pierce (1996:137-138), there are three purposes of writing based on the types of writing in English language learning, those are :

1. Informative

   It is represented by "informative writing" that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating or causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

   It is represented by "expressive writing" or narrative writing" that is purposed to share a personal or imaginative expressions. Commonly, it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive

   It is represented by "persuasive writing" that is supposed to persuade to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer, product, controversial issues.

2.3 Writing Ability

According to Nurgiyantoro (2001-306) states that writing ability is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece paper. It involves at list five components. They are :

1. Content   : the substance of writing, the ideas expressed.

2. Form   : the organization of the content

3. Grammar   : the employment of grammatical form and syntactic

         patterns.

4. Vocabulary   : the choice of structure and lexical items to give a

   particular tone or flavor to writing. It is also called

       style.

5. Mechanic   : the use of graphic conventions of the language.

Writing abilities are specific abilities which help students or writers put their thoughts into words in a meaningful form and mentally interact with the message. It helps the learner gain independence, comprehensibility in writing.

  a. Independence is the ability to function in a given area without depending upon another's help.

  b. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, or write easily, smoothly, and expressively.

If learners have mastered these skills, they will be able to write andother speakers of that language can read and understand it.

2.4 Definition of Genre

According to Siahaan and Shinoda (2008:1), text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or clause, or sentence or discourse. Linguistic context is the linguistic unit before and after a text. Non linguistic text is outside a text. So, text is any meaningful linguistic unit in both linguistic context and non linguistic context.

A text is both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or conversation. It can be a song or poetry or a drama. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or book. A text refers to any meaningful short or written.

Knapp and Watkins (2009:21) states that genre is an organizing concept for our culture practices, any field of genres constitutes a network of contrast according to a variety of parameters, genre is place occasion, function, behavior, and interactional structures. Based on the conclusion, that genre is culture competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another.

2.4.1 The Kinds of Genre

According to Hartono (2005:6), there are fifteen types of genre text, they are :

1. Recount is a kind of genre used to retell events for the purpose of informing.

2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

3. News story is a factual text which informs reader's events of the day which are considered news worthy or important.

4. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

6. Spoof is kind of genre used to retell an event with a humorous twist.

7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8. Explanation is a kind of genre used to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

10. Analytical Exposition is a kind of genre used to persuade the reader or listener take action on some matter.

11. Discussion is a kind of genre used to present (at least) two points of view about an issue.

12. Description is a kind of genre used to describe a particular person, place or thing.

13. Review is a kind of genre used to critique an art work or event for public audience.

14. Commentary is a kind of genre used to explain the process involved in the information (evolution) of a social cultural phenomenon.

15. Hortatory is a kind of genre used to persude the reader or listener that something should or should not be the case.

2.5 The Recount Text

According to Hartono (2005:6) define recount text is a report or retell of event or activity in the past.it is to inform or to entertain the readers. The meaning of the genres intended is that

students are able to understand to concept and they would be able to identify a kind of the texts that the students will have to write.

Moreover, recount text based on Anderson (1997:50) state that recount is a piece of text that retells past events, usually in the order in which they happened; it could be writing.

Based on those definitions above, it can be that recount text deals with series of events that retell about something happened in the past.

2.5.1 Type of Recount Text

According to Hyland (2004:135), there are types of recount text :

1. Personal recount : retelling of an activity that the writer or speaker has been personally involve in (e. g. orl anecdote, diary entry).

2. Factual recount : recording the particular of an accident (e.g. report of science experiment, police report, news report, historical account).

3. Imaginative recount : taking on a imaginary role and giving details of events (e.g day in the life a roman sale ; how I invent).

2.5.2   Generic Structures of Recount

According to Hyland (2004:135), there are three generic structure of recount text. They are :

1. Orientation : provide the setting and produces participants. It provide information about who, where, and when.

2. Record of events : what happen, present event in temporal sequence. It is usually recount in chronological order. Personal comments and or evaluate remark, which are interpret the throughout the record of event.

3. Re-orientation : optional- closure of events. It is rounds off the sequence of events.

2.5.3 Grammatical Feature of Recount

According to Hyland (2004:135), the common grammatical features of recount text are :

1. Use of nouns and pronouns to identify people, animal, things involve for example : Mr.Johan, My rabbit, etc.

2. Use of action verbs to refer to events (went, climbed, etc)

3. Use of past tense (cried, bought, etc).

4. Use of conjunction of time connectives to sequence of events (then, next, etc).

5. Use of adverb and adverbial phrase to indicate place and time (yesterday, last month, etc).

6. Use of adjective to describe nouns (smart, beautiful, etc).

Here is the example of recount text :

Holiday to the Beach

Orientation : Last holiday, my friends and I went to the beach near from our city. We went early in the morning and arrived there at 8 a.m. luckily, that day was sunny.

Event 1 : The beach seemed so beautiful under the blue sunny sky. It was great to feel the sand grains beneath our feet and the breeze blowing our hair gently.

Event 2 : At noon, we started to feel hungry, so we decided to head to the nearest food stall. The fish looked fresh and there were a lot of seafood menu listed here. We ordered grilled fishes. The dishes were delicious since it made from fresh ingredients. We filled our bellies to our heart's content.

We stay until the sun set because many people said the view was so outstanding. We took great photos as a keepsake of our beautiful moments here.

Re-orientation : We went home happily and fully recharged, ready for our daily routine, going to the school the next day.

2.6 Voicethread in Language Learning

VoiceThread is one of many web 2.0 tools created to help users communicate and collaborative around a variety of topics. To can create an individual VoiceThread, users can upload any combination of images, documents (from word, PDF, Excel, or Powerpoint), and video clips to arrange these elements into a slide show.

2.6.1 Definition of VoiceThread

According to Penn State (2009), Voice thread is internet based application that allows users fostering album media offerings that may be shared and commented on visitors are not immediately in the form of text, sound, or video. Identities can be created with the user name; user photograph or create a user avatar.

In the other hand, Voicethread offers the possibility of showing still or moving pictures in black and white, or, at higher cost in color with or without accompanying second. Based on addition Yamamoto et al (2010:114-115) stated that, a voicethread is a collaborative, multimedia slide show that collects and retains, documents, and videos. Individuals or groups can navigate

the pages and comment through text, audio, files, by voice using a microphone or a telephone, or using video by means of a web cam.

Based on some definition, it can be concluded Voicethread is with the increase of technology integration such as voicethread into education settings and has great classroom tool that a great potential effect in education.

2.6.2 The Advantages of Using Voicethread

There are several opinions from the advantages of using voicethread from many research. According to writer, the advantages are online technology eliminates issues of distance and travel costs, participants choose how they wish to respond via microphone, phone, webcam, keyboard, or audio file, and voicethread have easy to read instructional manuals, extensive user guides and tutorial programs to assist the user.

2.6.3 The Disadvantages of Using Voicethread

There are disadvantages of using voicethread, based on Internet the disadvantages are the application has difficulties sometime when upload various images and videos. The process of uploading can be slow with unknown or unpredictable time limits. The last disadvantages is limitations of free accounts. This could be serious disadvantages with students who are used to watch steps in recount text.

2.6.4 Teaching Writing Recount Text by Using Voice Thread

Use voice thread (also as on social media) is a media different from the media in general, because voice thread included into the social media which is similar to Facebook, Twitter, etc. In here different based on the education, that using such site for online class discussion allows for faster communication and instant feedback and gives more students the opportunity to interact. Media play an important role in teaching and learning process. Media are needed to reach the

objectives of teaching learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer (2001:134) that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as basic of whole activity". Through this process, teacher can facilitate conversations around a series of images, videos, or entire PowerPoint presentation with their students and provide them an opportunity to share their voice, literally, in the discussion in multiple ways. Which making a voice thread is simple and easy.

The writer modifies teaching writing recount text by using voice thread in the following steps :

1. Explaining about create a voice thread account online at http://voicethread.com. begin creating a voice thread by uploading media elements (images, videos, text and audio) into slides to create a presentation.

2. Teacher use this media voicethread to give some explaining along with examples and procedure about the recount text form in slide.

3. The students do short discussion about the recount text after a teacher show an example of recount text .

4. Let students watch on voice thread video.

5. Let students to construct sentences according to video.

6. Ask students to write a recount text about holiday based on their own experiences.

From explanation above, the writer concludes that teaching written recount text by using media can increase of technology integration such as Voice thread into education settings. Through media may increase students' motivation learning writing.
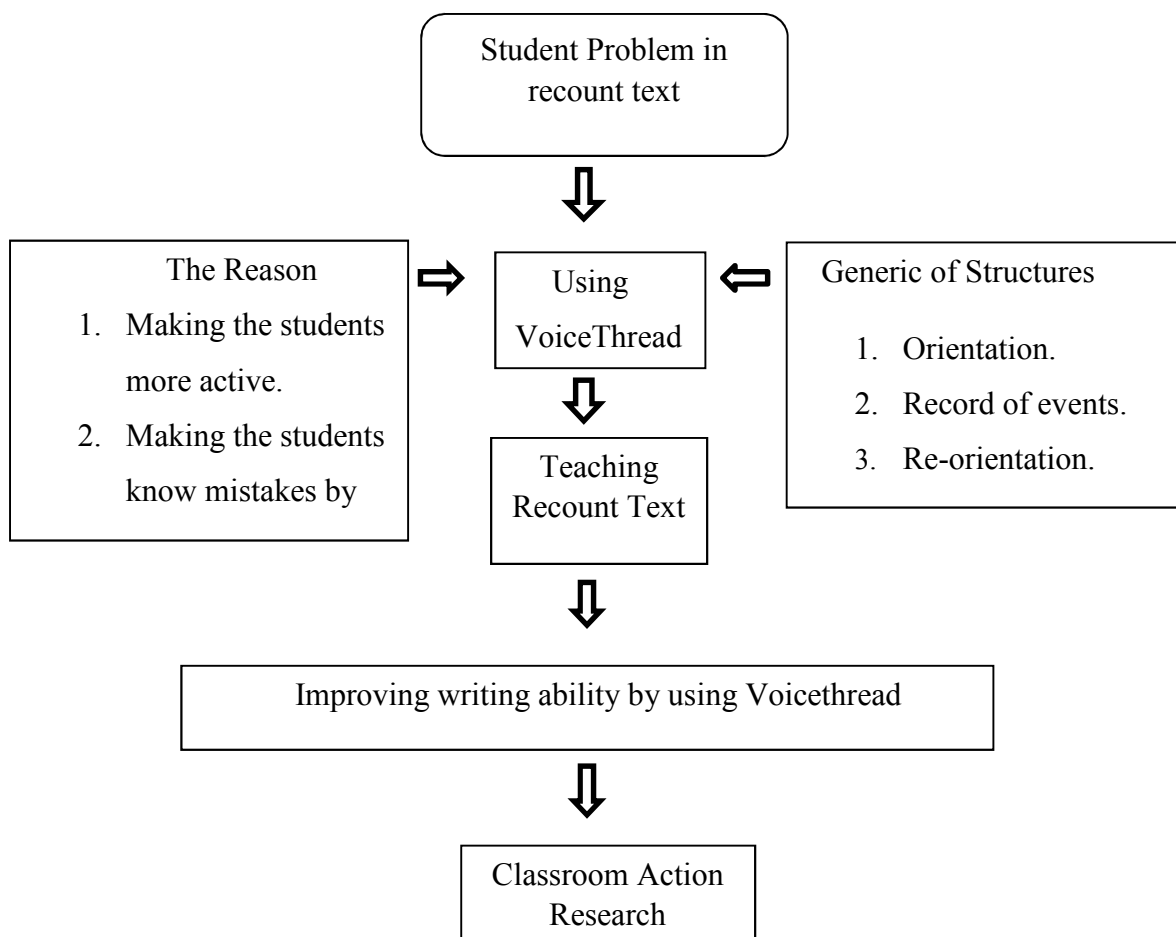
2.7 Previous Research

Writing is an intersting field for research. Many researchers have conducted researchers on writing ability related to this study, the writer chooses some literatures about previous researches which are relevant to the teaching of writing recount text. There is previous research related to this study : Andila Pratama Putra (07202241027), Education Faculty, Yogjakarta State Institute for Islamic studies, Semarang, 2014. In his thesis entitled *"To Improve The Writing Ability on Recount Text Using Picture Series" (An Action Research at the Eighth Grade Students of SMP Muhammadiyah 3 Depok in the Academic Year of 2013/2014).* He did the study because the students still have difficulties in writing recount text. The teacher still used conventional methods, the teacher only delivered verbally, he did not use the media, so the students were easy to get bored. To improve writing recount text, teacher can use real things as a teaching media to help her in teaching learning process. and the objectives of the study are : (1) to find out if there is any significance differences in students' writing ability before and after teaching writing procedure text by using real things. (2) to find out what extent the application of the real things improve the students mastery of the eighth grade students of SMP Muhammadiyah 3 Depok in the writing recount text. The result of the research shows that the students improve their improve their writing recount text by using real things as a medium in teaching writing. The similarity between his research and the writer's are on the articipation, skill focus of the study (writing), and the kind of text A thesis by Arina Muflikhati, students number : 08202241071 (*Language and Arts Faculty of State University of Jogjakarta, 2013) on the title Improving Students' Writing Ability on Recount Texts Through the Use of Dialogue Journal Writing of The Tenth Grade Students in The Case of of SMA IT Abu Bakar Yogjakarta in The Academic Year of 2012/2013*. The similarity is that this research focused on the writing ability. The result of this research is the achievement of students with dialoque journal for writing recount text was better
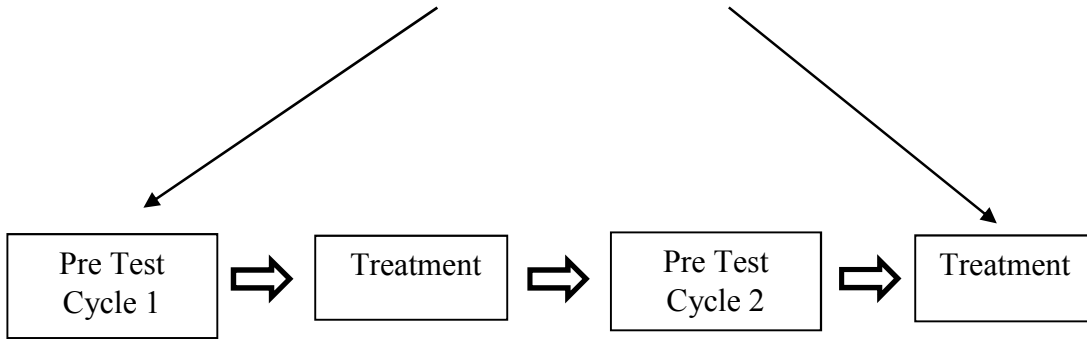
than those taught with a conventional method. So that the researcher concluded that the use of dialoque journal as media gives contribution to improve their ability in writing a recount text. Because the test in both groups shows that value is higher the critical value in the table . The researcher here had title of The Use Voice Thread as Media to Improve Students' Writing Ability in the Recount Text (A Classroom Action Research with of Tenth Grade Students of SMK N 1 Medan). This research had same ability with the two these above. The researcher wanted to improve students' ability in writing recount text using voice thread involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing recount text.

2.8 Conceptual Framework

Writing is one of the most important in learning language, without mastering writing, the students can not learn language well and will have the difficulties in learning English. Writing is very important for students in learning the four language skill. They are speaking, reading, listening and writing. In fact most of the students are difficult to express their idea, feeling, and opinion in writing.

Teaching English writing can help students to express their idea, feeling and opinion. Voice thread as media one of the alternative way to improve students writing so that they are able to express their ability. Voice thread will make the students enjoy and fun with the material.

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                    ┌─────────────────────┐
                    │  Student Problem in │
                    │    recount text     │
                    └─────────────────────┘
                              ⇩
┌──────────────────────┐          ┌─────────────────────────────┐
│     The Reason       │   ⇨  ┌──────────┐  ⇦  │   Generic of Structures     │
│  1. Making the students  │      │  Using   │      │                             │
│     more active.     │      │VoiceThread│     │   1. Orientation.           │
│                      │      └──────────┘      │                             │
│  2. Making the students  │          ⇩          │   2. Record of events.      │
│     know mistakes by │      ┌──────────┐      │                             │
│                      │      │ Teaching │      │   3. Re-orientation.        │
│                      │      │Recount Text│    │                             │
└──────────────────────┘      └──────────┘      └─────────────────────────────┘
                                   ⇩
        ┌──────────────────────────────────────────────────────┐
        │   Improving writing ability by using Voicethread      │
        └──────────────────────────────────────────────────────┘
                                   ⇩
                        ┌─────────────────────┐
                        │  Classroom Action   │
                        │      Research       │
                        └─────────────────────┘
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| Pre Test Cycle 1 | ⇨ | Treatment | ⇨ | Pre Test Cycle 2 | ⇨ | Treatment |

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design of the Study

Research method was a systematic activity using certain method to find new thing or to proved a theory. This research was classroom action research (CAR), it is kind of research that was conducted in the classroom by a teacher. This research can offer new ways and procedures to improved and increased teacher's professionalism in teaching learning process and students' learning result.

According to D. Hopkins (1993:44) in his book "A Teacher's Guide to Classroom Research" said that action research was a form of self-reflective inquiry undertaken by participants in asocial (included education) situation in order to improve therationality and justice of their own social or educational practices, their understanding of these practices and the situations in which practices were carried out.

According to Kemmis and Mc. Taggart (2003), Action Research was a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom without changing the phenomenon under investigation. They had argued that the characteristic of action research were:

1) It is carried out by practitioners (for our purposes).

2) Teachers rather than outside researchers.

3) It is collaborative, and

4) It is aimed at changing things.

From the definition of action research above, there searcher concluded that action research was an action in research that could be did by teacher, researcher and teacher with his or her colleague, etc. which involves a group of student to improved the quality of teaching and learning process or to enhance students, understanding to the lesson.

Action Research engaged did teachers in teaching four steps processes namely: to identifying an area of focus, collected was data, analyzed and interpreted data, also developed an action planned.

3.1 Cycles of Classroom Action Research
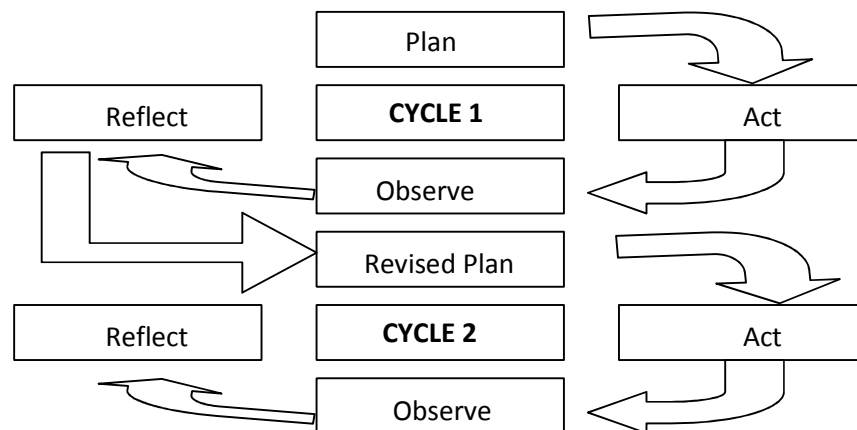
These cycles of classroom action research involved identify of problem (planning), collected data (acting), analyzed and interpret data (observing), and developed an action planned (reflecting). Before the writer did the cycles in action, it would be did preliminary at first. Research design could be did with some steps as follows :

1. Preliminary Research

In this preliminary research, the researcher intended to found out:

   a. The data such includes the number of students and students' name list.

   b. Students' writing score of grade tenth before they were taught writing recount text used voice thread.

2. Planning in Action

In this research, the writer would planned to conducted three cycles of classroom action research. There were four steps process in each cycle for doing classroom action research:

   1. Planning

   Planning an action by focusing on who, what, when, where, and how the action would be did.

   2. Acting

   The planning strategy would be applied in teaching learning process.

   3. Observing

   In this phase, the writer observed and took notes during teaching learning process.

   4. Reflecting

Reflection meant to analyzed the result based on the data that had been researcher could observed whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.

3.2 Population and Sample

Population and sample usually used for classroom action research. In this study the writer explained each clearly as following.

3.2.1 Population

According to Wallace (1998:258) population was any group of people that the researcher would analyzed. The population of this research was a number people observed to got data. The population of the research was tenth grade students of SMK N 1 Medan in the school year 2019/2020. There were 12 classes of tenth grade, which the writer chose only one class was class X – PM 1.

3.2.2 Sample

Sample would be a part of all representation of population that was analyzed. The population was the tenth grade students of SMK N 1 Medan. The class consisted 25 students. Where the total number were 25 students that all of were females and males. They came from different intelligence, social background, and places.

3.3 Instrument of Collecting Data

The data would be collected by using quantitative and qualitative data. In collecting the quantitative data, the writer would conducted the writing test. The students would be asked to wrote recount text through voicethread media.

The steps to arrange the mini test were as follows:

a. The First, the Teacher forms several groups and gave each group the opportunity to hold a smarthphone (just one).

b. After that the Teacher introduced this media to students, while monitoring each group of students using the smarthphone how the media was download and used the smarthphone until they understood it. Through this media, a teacher explained the material about the recount text so that students understood more details.

c. Then, asked the students in each group could wrote one example of the recount text, appropriate what teacher did wanted.

In collecting qualitative data, the writer would used observation sheet, interview, and questionnaire sheet. Observation sheet would be used to identify conditions that happened during teaching learning process. Questionnaire sheet would be used to know their feelings, problems, and condition of students. Interview would be used to identify the students' opinion about writing.

3.4 Procedure of the Data Collection

In did this research, the researcher would focussed on the improvement of students' ability in writing recount text. This research would used a Classroom Action Research as a field research method. In writing this research, the researcher would used qualitative design using mini test in each cycle to knew the improvement of students' ability in writing recount text. The steps of this research are arrang in four phrases, those were: preliminary research, cycle 1 and cycle 2 . There were four activities that should be did in cycle 1 and cycle 2. It is steps in this kinds of research where used some cycles and it is implemented to improved students ability. The four components consisted of planning, acting, observing and reflecting.

a. First cycle

The researcher as an English teacher would gave explanation about recount text, although it had been explained on the day before. Researcher would used Voice Tread as an aid at this evaluation test with the topic" Holiday to the Beach". After that, they had to made its report in written form. So the researcher got the data from the first evaluation test which was applied using Voice Tread. Started from here, the researcher could made hypothesis: does voice thread gave contribution to the students' ability in writing recount text?

b. Second cycle

Same with the procedure in cycle one, still the researcher as an English teacher. Actually, the teacher would gave other example with the material "Holiday to the Beach". The researcher would applied it, thus the students were asked to practice it in group which are consist of six students for each cycle and after that, they had to made it in written form. So, there searcher knews about the improvement of students' ability in writing recount text with compare between the score at first and second cycle.

3.5 Technique of Analyzing Data

The writer analyzed the quantitative and qualitative data. The quantitative data would be collected by computing the score's writing test. The qualitative data would be analyzed from the observation sheet, interview and questionnaire sheet. Was used to describe the improvement of the students' recount writing used by voicethread media. Steps of data analysis:

1. The writer would assessed the result of students' writing of each cycle, and she would found the mean of it.

2. After that the researcher would compared the improvement of
   students' score on preliminary research and each cycle.

3. Then the last step was made its report in descriptive analyzed form. It is mean that the writer gave information using words description to showed the improvement of students' ability in writing recount text.In knowing the mean of the students' score, the writer would used the following formula

$$X = \frac{\sum \times}{N} \times 100\%$$

Where:

X = The mean or average of students' score

ΣX = Total score of the students

N = The number of students

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(Hatch and Farhady, 1982:55)

The categorization of the students who got up to 75 is calculated by applying the following formula :

$$P = \frac{R}{N} \times 100 \%$$

Where :

P = percentage of students who get scores ≥ 75

R = number of students who get the scores ≥ 75

N = the total number of students who do the test.

the writer did the following steps :

1. Scoring the Pre - Test on the table score.

2. Tabulating the students' score.

3. Counting the meant of the students' score.

4. Comparing the students score between Cycle I, and Cycle II.

5. Calculating the percentage of the students score.

In the teaching writing, an evaluation should be done to measure the students' ability in writing. The effectiveness of learning process of writin According to Oshima and Hogue (2007) states in giving scoring of students writing paragraph should use rubric to score the content, organization, vocabulary, grammar and mechanics. It could be shown descriptively with scoring rubric of Jacob. The scoring profile below based on Jacob et al's (1981) in Weigle (2002).

3.2 Rubric Scoring for Writing

Component	Score	Point	Criteria
Content	Excellent to Very Good	30-27	Clear main idea through the development of main idea, detail and substantive, all material are relevant to main idea.
	Good to Average	26-22	Limited development of the main idea, mostly relevant to assigned topic, lack of detailed and support.
	Fair to Poor	21-17	Limited knowledge of the subject, little substance, inadequate development topic.
	Very Poor	16-13	Does not show knowledge of subject, non substantive or not enough to evaluate.
	Excellent to very good	20-18	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.

Organization	Good to Average	17-14	Paragraph, but not always logically or choppy, loosely organized but main idea stands out.
	Fair to Poor	13-10	Idea confusing and disconnected, lack logical sequencing or development, paragraph unclear or non-existent.
	Very Poor	9-7	No paragraphing or organization or not enough to evaluate.
Vocabulary	Excellent to Very Good	20-18	Sophisticated range, effective word or idiom choice and usage, appropriate register.
	Good to Average	17-14	Adequate range, occasional errors of word or idiom form, choice and usage.
	Fair to Poor	10	Limited range, frequent errors of word or idiom form, choice and usage.
	Very Poor	9-7	Little knowledge of English vocabulary, idioms, or not enough to evaluate.
Grammar	Excellent to Very Good	25-22	Effective complex instruction, few errors of agreement, tense and number, article, pronoun, and preposition.
	Good to Average	21-19	Effective but simple introduction, minor problem in complex construction, several errors of agreement, tense, article, preposition and pronoun but meaning seldom secured.
	Fair to Poor	17-11	Major problem in simple construction, frequent errors of negation, agreement, tense, article, number, word order, pronoun, preposition and fragment, meaning something obscured.
	Very poor	10-5	Virtually no mastery sentence construction rules, dominated by errors, obscured meaning and not enough to evaluate.
Mechanics	Excellent to Very Good	5	Demonstrate mastery of convention, few errors of spelling, unction, capitalization and paragraphing.
	Good to Average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.

	3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
Fair to Poor		
Very Poor	2	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

After collecting the data, the researcher would analyzed it. In gave scoring of the writing test, the researcher processes the result of the students' test. The researcher gave the score for each element of writing follows:

1. Content : The lowest score is 13 and the highest score is 30

2. Organization : The lowest score is 7 and the highest score is 20

3. Vocabulary : The lowest score is 7 and the highest score is 20

4. Grammar : The lowest score is 5 and the highest score is 25

5. Mechanic : The lowest score is 2 and the highest score is 5

More ever, to know the level of the skill of the students, the following classification was used :

3. 3 The Students' Score Skill Level

Test Score	Level
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

Harris (1969)