

CHAPTER I

INTRODUCTION

A. Background of the Problem

English subject in junior high schools is subject that must be studied, both in the previous curriculum and the current curriculum. English has four skills namely speaking listening, reading and writing. According to Harmer (1998) in (Marleni, 2019a) writing is difficult for some students.

According to Braine & Yorozu (1998) in (Masrul, 2015), the basis of writing skill is how they are planned and structured. Writing is a skill that is quite difficult for students to understand because it must produce writing or productive demands. Furthermore, according Macdonald and Macdonald (1996) in (Putri Asilestari, 2018) see writing as the main part of education, writing is a vital part of education, because writing is basic of thinking and education is all about thinking. Based on the basic competencies for eighth grade, student must master several genres, one of which is narrative text. They must be able to makewritten narrative texts because it has been arranged in basic competencies (KD) in the 2013 curriculum. Students must know the vocabulary and grammatical writing in English so that students can make sentences well. The standard score that has been determined by the school is 60 (sixty) and students must have written abilities.

The Minister of Education and Culture Regulation No. 3 of 2020 concerning prevention of corana virus or covid 19 which contains the implementation of home learning and teacher must carry out online class using attractive media and use social media as a means to send online Media can be seen as a medium, broadly conceived, any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. Media also tool for teaching

and learning in online class.

Based on the results of interviews with English teacher at MTS Muallimin Muhammadiyah Bangkinang about implementing home learning using online class, the teacher said the problem is students difficult to create a coherent sentence in writing skill because the teacher only used books as a media of online class learning and the media does not help students to create a coherent sentence in writing skill. The students also lack grammar, and they are lack use of punctuation seen based on students writing assignments about fable given by the research as pre-test.

The teacher must be able to find interesting ways of teaching using media that are suitable, good, and appropriate. A good media in teaching, it can make students understand in learning both studying online class. The use technology has a big influence in learning teaching educational field. One of them is media communicate for getting information. For the communication category is social media. In digital era, social media it can be easily accessed by people through smartphone.

According to Blattner and Lomicka (2015) in (Nuzulul, 2018) telegram is one of social media that is used by society to connect with the other friends. On telegram, people from all ages can create their own profiles, chat with each and share their favorite photos and videos. New communicative applications such as telegram should not be used just for the sake of wasting time and chatting, but can be used right for learning media and teacher can be make a group for learning by sending an animation movies or videos to a group that has been created by the teacher.

According to Then Arsyad (2006) in (Wahyuni, 2017) says animation movies can transfer ideas. It means by watching animation movie, the students can interpret the story directly. Using animation movies can help students' create a coherent sentence by sentence.

Referring to the explanation above, it is important to carry out this research entitled

"The Effect of Animation Movies as Media Towards Students' Writing Skill in Online Class by Using Telegram at Second Grade of Mts Muallimin Muhammadiyah Bangkinang".

B. The Identification of the Problem

1. Students difficult to create a coherent sentence by sentence.
2. Students lack grammar.
3. Students lack use of punctuation.

C. The Limitation of the Problem

Based on the existing problems, this research problem will be limited in teaching the narrative text writing in online class of eighth grade students of MTS Muallimin Muhammadiyah Bangkinangin 2020 academic year, and on the use of animation movies by telegram as media.

D. The Formulation of the Research

Based on the existing problems, this study will find answer of the following questions, is there an effect of animation movies by telegram as media on student writing narrative text in online class at eighth grade of MTS Muallimin Muhammadiyah Bangkinangin the academic year 2020?

E. The Purpose of the Research

Based on the existing problem formulation, the aim of this study is to obtain empirical about the effect of animation movies by telegram as media towards writing narrative text at MTS Muallimin Muhammadiyah Bangkinang.

F. The Significances of the Research

Related to the objectives of the research above, the significances of the research are as follows:

1. Students

Students are expected that this research will be able to overcome all problems felt by students and make students interested in learning to write narrative texts.

2. Teacher

Teachers can apply this animation movies media, especially English teachers at MTS Muallimin Muhammadiyah Bangkinang Kota and for teachers in other schools, to help students develop ideas for writing narrative texts.

G. The Definition of Key Terms

1. Telegram

Telegram is one of the web-based applications serving a large online community and telegram is easy to sign up and use. Telegram application is technologies that can be conveniently employed to help learners.

2. Animation movies

Animation movie is a film that contains story has form, characteristics, and nature. Animation movies as media for students' writing and animation movies as one of the media in teaching writing narrative text, that gave students would participate to write what did they watched and understood.

3. Media

Media is every person, material, or event that occurs conditions, which enable students' or learners to acquire knowledge, skills and attitudes. This means that a media will help build a requirement for students' to identify or describe something to get knowledge, skills, or attitudes.

4. Writing skills

Writing skills are an important part of communication. Someone who has writing skills can communicate the message they want to convey clearly and easily. It refers to skills in writing

of narrative text test at the second grade students of MTS Muallimin Muhammadiyah.

5. Narrative text

Narrative text is a story which uses written language. Narrative text has a structural organization that includes orientation, complication, and resolution.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

I. The Nature of Writing

Writing is an important process for finding and thinking. The process of writing is gathering ideas and making paragraphs. The teacher's role in teaching writing is to guide students to be able to express their ideas to write a paragraph until students can. According to Cahyono and Widiati (2011) in (Inez E.A & C. Nur, 2018) writing is the most complex skills than others.

According to Kartika (2017) in (Asriani, 2019) writing is changes our thinking in to language. According to Kroma in (Asriani, 2019) writing is a kind of activity where the writer revealed all ideas in his mind on paper from word to sentence, to sentence paragraphs, and paragraphs to essays. According to Syed (2007) in (Murugiah, 2013) writing becomes necessary when someone wants to express his ideas written language forms.

The conclusion is writing is a process so that it becomes an article that could be read by anyone. Writing is an activity that requires a changing idea of thought word to sentences, sentences to paragraph, and paragraph to essay.

According to Langan (2001) in (Mettaningrum et al., 2013), step by step the writing process:

- a. Prewriting
- b. Develop Idea

- c. Write concepts or topics
- d. Check again for that there are no mistakes

According to Brown (2007) in (Thi & Nguyen, 2016) divided writing skill into two terms as taxonomy of writing itself is that micro and macro skill.

a. Micro Skill

- 1) Make English graphs and charts
- 2) Make writing with a certain speed
- 3) Make the right gist

b. Macro Skill

- 1) Determine what needs to be made and what does not need to be made for writing discourse
- 2) In accordance with the purpose of writing
- 3) Distinguish between implicit and explicit meanings of writing. In writing, there are some aspect that should be concerned by a writer well, they are is:

a) Content

A paragraph is said to have coherence or fluency when its sentences are together.

b) Organization

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentence.

c) Vocabulary

According(Rianti, W 2019)stated vocabulary function is the productive and interactive skill. Vocabulary can be defined as a collection of words

that is arranged alphabetically for references and define.

d) Grammatical Features

Grammar has important role in writing. According to Marianne (2010) in (Marleni, 2019b) state grammar in writing emphasizes that focus or form in composition can help writer develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction.

e) Spelling and Punctuation

Spelling is important because it is the aspects that can make meaningful writing. Punctuation also plays an important role in helping readers to establish intonation.

Writing test have two taxonomy for make a test is micro skill and macro skill. So, good writing has five components.

2. Assessment of Writing Skill

Students' skills in writing an essay can be measured using rubric writing assessments that aim to determine students' abilities in learning at each stage throughout the course. According to Jones (2002) in (Dunsmuir et al., 2015) the assessment of writing is central to the process of effective teaching and learning of writing.

The purpose of writing is to provide information and to describe something. Writing assessment can be used for a variety of suitable purposes, both in the classroom and outside.

To get score each student the researcher uses analytic scoring proposed by Hughes

(1989) in (Abbas, 2015). In every aspect have the basic criteria of scoring, the following criteria, that are:

Table 2.1
Writing Assessment Indicator

Aspects	Indicator	Scores
Content	Main ideas and change of very clear	5
	Main ideas and change of opinion relatively clear	4
	Main ideas and change of opinion unclear	3
	Main ideas and change of opinion not clear	2
	Main ideas and change of opinion all not clear	1
Organization	Organized and coherent perfectly	5
	Organized and coherent relatively perfectly	4
	Organized and coherent unperfected	3
	Organized and coherent not perfectly	2
	Organized and coherent all not perfectly	1
Vocabulary	Choice of words and use of idiom and worm form very effective	5
	Choice of words and use of idiom and worm form effective	4
	Adequate choice words but some misuse of vocabulary, idiom and forms	3
	Limited range, confused use of words, idiom an word forms	2
	Range, knowledge of words, idiom, and word forms all not effective	1
	Full control of complex structure not error	5
	Almost no error, good control of structure	4
	Fairy control of structure some error	3

Grammar	Control of structure many error	2
	Dominated by error, no control of structure	1
Mechanics	Spelling and punctuation of mastery	5
	Spelling and punctuation few error	4
	Spelling and punctuation fair number	3
	Spelling and punctuation frequent error	2
	No control over spelling and punctuation	1

3. Teaching Learning Media of Writing for Junior High School

According to Arsyad (2003) in (Fuady & Mutalib, 2018) the word of media comes from Latin and this is a plural word of medium learning meaning intermediary or introduction. Media is an intermediary or messages sender from sender to the recipient. A good learning media can certainly support the learning process. Media is one of the techniques in learning, technique is found by Coe et al (2004) in (Ayu, C 2016).

There are many types of media used by teachers, both traditional and modern media. Many ears ago, they might have used very simple media for teaching and learning process because of the limitations of many things. Truly different from now in this modern era many challenges for English teacher face in teaching learning process, they have many technologies to choose from teaching and learning media such as animation movies and slides both in the classroom and online class that also uses social media such as telegrams.

Teaching media based on Arsyad (2009) in (Alfin, 2020) is a media that bring instructional purpose of messages or information. The media plays an important role in the teaching and learning process. They needed to achieve the objectives of the teaching and

learning process itself. That the teacher must use various media or teaching aids in providing material to the teacher the student.

Currently, all schools carry out home learning because of the Corana virus or Covid 19 with online classes and use social media as a means to send material and assignments. Using media can help students more interested, motivated, and problem in the teaching and learning process in the online class. According to Arsyah (2009) in (Wulandari & Handayani, 2019) stated that learning media in teaching has some basic criteria one of learning media is a tool to help teaching learning process both inside and outside class or online class.

In conclusion, it can be said that in junior high school, students really need to get something different in the teaching and learning process that suits what they need right. The media relates to technique, method in teaching and learning process. In other word, media is all aids or tool which may be used by teacher and learner to attain certain education objectives.

4. Animation Movies

a. Definition of Animation

The use of varied and modern media can make students more enthusiastic in class. One of the modern media is animation. Animation is included in audiovisual media and media which show the audio and video.

Wells (2000) in (Fahmi, 2018) states that animation comes from the Latin verb, animate, which means "giving life" and in the context of movie animation, this largely means the creation of artificial illusions of motion in the form of lines. Moreover, Park and Gittelman (1992) in (Lin et al., 2006) define animation as the movement of images or graphics that are artificially created in computer display.

and produce clear movements.

According to Akmal (2011) in (Rosdalina, 2015) state that movie animation is a kind of film which involves sound, recording a series of drawing of manipulating in animate object, one frame is one time. Therefore, animation in practice is a movie that is made by hand, frame by frame, giving the illusion of movement that has not been recorded directly on the Internet in the sense of conventional photography. In other animation descriptions, the type of animation that has been facilitated by new technology is computer generated image manipulation.

Animation is interactive multimedia that provides audio visual images with colorful characters, and is usually displayed in two or three dimensional models. It also requires a computer and projector to present the full story of the animation, this is used in online classes the teacher needs to use social media such as telegrams and create a group to send videos to be learned.

b. The Advantages and Disadvantages of Movies

According to Harmer (2003) in (Kurniawati, 2013) movie have advantages and disadvantages, one of the main advantages of movies (video) is that students not only hear the language, the also see it. Thus, this movie (video) can be used to help students develop their ideas. One of disadvantages using movies (video) in classroom as a media is during playing the movie, the teacher cannot explain any material because it can disturb the concentration of students, and if students do not understand students can ask through group or chatting with English teacher because this is done in online class. In addition according to Berk (2009) in (Azli &

Arif, 2016) says that are some advantages of using video such as extract students attention, focus on concentrating, and avoid students anxiety at online class.

The conclusion is that using animation movie as media is a great way and can help students develop their ideas when writing narrative text. In the online class the rest are more quickly understood because students can repeat the video while they write. In the online class students can ask in groups that have been made for those who don't understand.

c. Steps in Using Animation Movies in Teaching English

According to Beer (2012) (Azli & Arif, 2016) states that video animation movies is important tool in teaching and learning process. Teaching writing using video animation movies cannot be said as an easy job. Before teaching writing, the teacher has to make some preparation such as providing materials and preparing interesting media that are used in online class. There are many available media that can be chosen by the teacher. One of them is using video animation movies.

According to Berk (2009) in (Azli & Arif, 2016) there are some steps for using animation movies. They are as follows:

- 1) Play the video.
- 2) Stop or replay the video at any part to highlight a point.

The conclusion is he video animation movies can be used in the online class activities. It can be used in the students' tasks to help them to produce sentences, paragraphs, or texts. The video animation movies can also be presented for the online class activities in collaborative learning exercise.

5. Telegram

According to Baran (2013) in (Ghobadi & Taki, 2018) telegram is a tool to connect classrooms with experts and educators around the world who are interested in the use of social media in the educational environment. Telegram, as one of the most preferred social networking sites, has millions of users from junior high school to universities. Telegram is currently one of the most widely used global social networking websites.

Many previous studies prove the effectiveness of Telegram applications in teaching and learning English (Heidari-Shahreza & Khodarahmi, 2018; Xodabande, 2017) in (A. Abu-Ayfah, 2019). Telegram adoption in learning English becomes more comfortable with angles than EFL learners' English language skills, such as writing skills (Aghajani & Adloo, 2018) in (A. Abu-Ayfah, 2019). According to Akobirov and Vokhidova (2018) in (A. Abu-Ayfah, 2019) discussed the importance of mobile learning in teaching and learning English. They focus on the mobile application "Telegram." Their study shows that using Telegram in teaching language skills can be very promising and beneficial.

Another English language skill taught by applying the Telegram application is the ability to write. According to Aghajani and Adloo (2018) in (Abu-ayfah, 2020) stated that participants in the writing class using Telegram showed a slightly higher score compared to the writing class face to face.

According to Heba (2015) in (Yinka, Adesope Rebecca Queendarline, 2018) , listed the following advantages of Telegram usage:

- a. It has security as it provides more security than any other messenger app, and the secret chat using encryption technique is an example for security and privacy.
- b. Telegram provides extremely fast messaging service it has instant support as a real time support is available on telegram.

According to Denis (2017) in (Yinka, Adesope Rebecca Queendarline, 2018), gave the following advantages of telegram for teaching and learning:

- a. Privacy several tests confirmed that telegram is the safer app in the market. Everything is encrypted from the chat to the calls.
- b. The power of groups telegram allows student create super groups with up to 5,000 users and with the next update, they will become even much bigger.

The conclusion is the telegram is the most preferred application than the other messaging applications because of the advantages that have telegram. Telegrams are widely used by schools and university for online class. Telegram is also an application that applies expertise to writing skill. Telegram application in online class shows a slightly higher score compared to face to face writing class.

6. Narrative Text

A narrative is a story. A narrative text is a writing that tells about a story. Narrative text is one of genre which is taught at the second grade students at junior high school. According to Rebecca (2010, p.1) in (Susilawati, 2017), a narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013) in (Susilawati, 2017) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story. The purpose of this text is to entertain the reader about a story.

According to Djatmika & Wulandari (2013) in (Susilawati, 2017) A narrative text has a structural organization that includes orientation, complication, and resolution:

- a. Orientation is the readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.
- b. Complication is where the writer tells how the problem arise sometimes something unexpected events will happen.
- c. Resolution is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude the resolution is the end of a story.

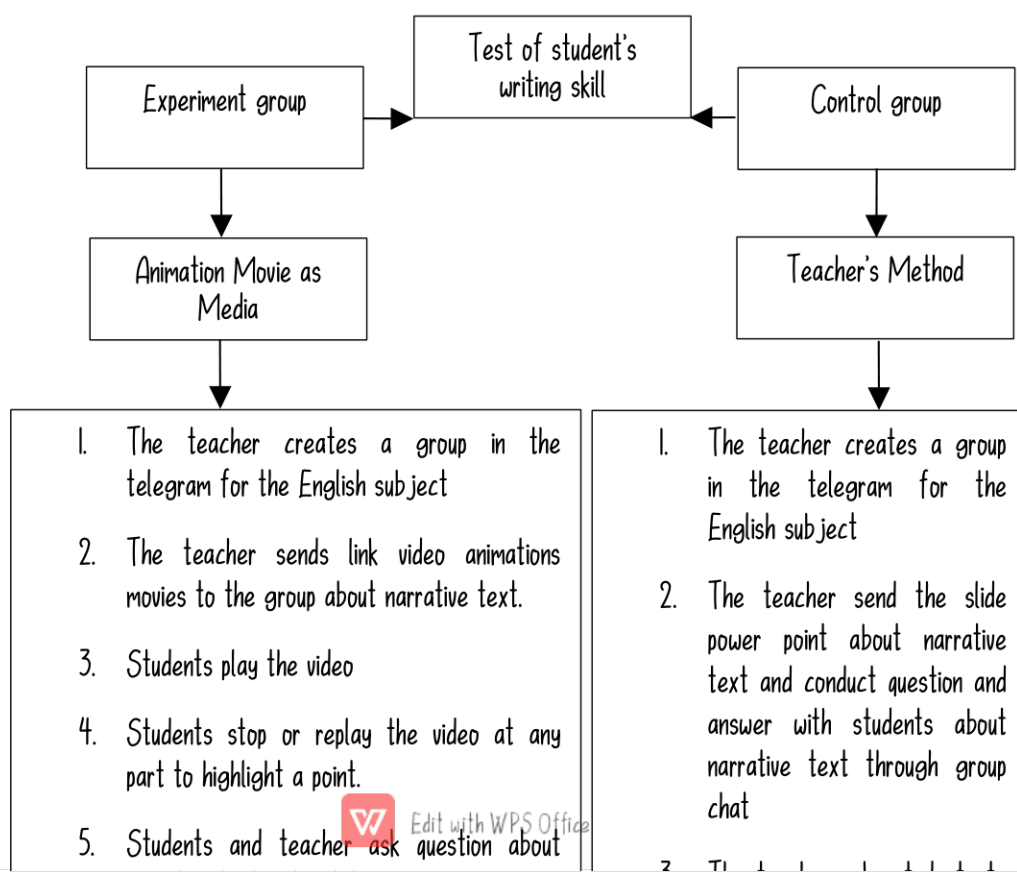
The conclusion is narrative text is a written text contained a message which is aimed to make the reader understanding meaning of the story. Narrative text is a story of imagination. Narrative text has three generic structure is orientation, complication, and resolution.

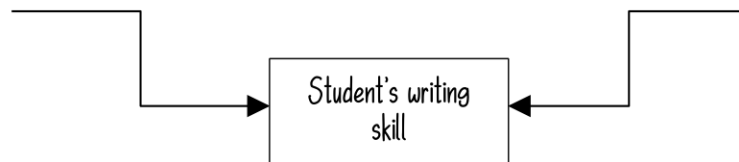
B. Review of Related Findings

1. (Wahyuni, 2017), wrote a paper about teaching writing descriptive texts using animation movie as media with the aim of making it easier for teachers to teach descriptive texts using animation movie as media to students for writing class. Using animation movie techniques can simplify the writing process and students are easier to describe about people, animals, places, and things.
2. (Fitriana, 2011), writing papers about teaching writing narrative texts using animation movies with the aim of making it easier for teachers to teach narrative text using animation movies as a medium for students to write classes. She said the successful of animation movies in improving the students writing skill was influenced by some factors because the animation movies can help the students writing skill, it is recommended that English teacher incorporate the use of animation movies in the classroom.

Based on the two studies on the animation movie as media above for writing skill there are differences and similarities. The difference is in the genre used and the similarity is in improving students' ability to write even though the genre is different. It can be concluded that use of animation movies as media in writing classes has a very good impact on students in both classroom and online class. Animation movies as a media are good way of teaching and students enjoy learning for writing class.

C. Conceptual Framework





Source: by Berk (2009) in (Azli & Arif, 2016)

Figure 2.6
The Diagram of Conceptual Framework of the Research

D. Hypothesis

H_0 : There is no significant effect of using Animation Movie towards student writing skill of narrative text at second grade students of MTS Muallimin Muhammadiyah Bangkinang.

H_a : There is any significant effect of using Animation Movie toward the students writing skill of narrative text at second grade student of MTS Muallimin Muhammadiyah Bangkinang.

CHAPTER III

RESEACRCH METHODOLOGY

A. The time and Location of the Research

The research was carried out at eight grade of MTS Muallimin Muhammadiyah Bangkinang in the second semester in academic year of 2019/2020. It is located on Jl. Prof. M. Yamin No.53 Bangkinang Kota Kampar, Riau. This research was conducted based on the schedule below:

Table 3.1
Time Allocation of the Research

N O	Activities	Mei-20				Jun-20				Jul-20				Aug-20				Sep-20				Oct-			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research	√																							
2	Proposal Writing		√	√	√	√	√	√																	

2. Research Design

In this experimental study the design chosen was the control group pretest and posttest. In this study two groups are needed namely the experimental group and the control group with the simplest form of design. This research was conducted through the application of 2 different methods in different classes. There is table 3.2 to simplify the explanation.

Table 3.2
The Research Design

Group	Pretest	Dependent Variable	Posttest
E	X_1	Treatment	X_2
C	Y_2	-	Y_2

The table 3.2 shows there were different treatments between experimental and controlled class. The experimental class was taught by animation movies as media and the controlled class was taught without by animation movies as media.

C. The Population and Sample of the Research

1. Population

The study population in this research was all eight grade students of MTS Muallimin Muhammadiyah Bangkinang. It consisted of 8 classes and 192 students. Each class consists of less than 24 students, ranging from 8A up 8H.

2. Sample

This research used clustering sampling to determine the sampling. Cluster sampling is a sampling technique where researchers form several clusters from the results of the selection of some individuals who are part of a population. With clustering sampling, the researcher

divided the population into separate group, called clusters. While determining the experiment and control classes, the researcher used a lottery for all classes of the population. Research should be carried out at the eighth grade from classes 8A and 8C, MTS Muallimin Muhammadiyah Bangkinang Kota, in the second class of the 2020 academic year. Each class has 24 students, so the total number of students is 48 students. In conclusion, the experiment would be conducted in two classes, and of which, 8C as the Experiment Class and 8A as the Controlled Class.

D. The Instrument of the Research

I. Writing Test

The research instrument was a written test. The purpose of the test is for gaining the data. This is used to find out how well students have mastered learning to write narrative text as well as to proved the influence of animation movies as media on writing narrative text students.

Writing test assessed based on writing skill sheet. The writing assessment sheet can showed in the table below:

Table 3.3
Writing Assessment Sheet
Source: by Hughes (1989) in (Abbas, 2015)

No	Student Name's	Indictor Writing					Value
		Content (1-5)	Organization (1-5)	Vocabulary (1-5)	Grammar (1-5)	Mechanical (1-5)	
1							
2							
3							
4							
5							
6							

$$\text{Final score} = \frac{\text{Maximum score} : 5 \times 5 = 25}{\text{Maximum score}} \times 100 \%$$

E. The Technique of Collecting Data

1. Pre-test

Pre-tests are given to students for experimental and controlled classes at the beginning of attending 8A and 8C to find out students' basic knowledge about the material to be taught.

2. Treatment

The experimental class in this study was given a treatment to get knowledge about narrativetext using animation movies as media.

3. Post-test

Post-test is given to the experimental class and the control class after the treatment is finished. The author applies the animation movies as media to the experimental class and applies conventionaltechniques to the control class. Then the authors compare the result of the two classes using writing rubric.

F. Validity and Reliability of the Research

1. Validity Test

According to (Heale & Twycross, 2015) in (Taherdoost & Group, 2017) validity is defined as the extent to which a concept is accurately measured in a quantitative study. According to Hatch and Farhady (1982) in (Pratiwi, 2016) a test can be considered valid if the test measure the object to be measured and suitable with the criteria. According to them, validity test consist of two types are content and construct of validity. Validity of pre-test and post-test conducted in this research can be analyzed by looking content and construct of

validity test.

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. According to Setiyadi (2006) in (Pratiwi, 2016) in the content validity, the material which is given must be suitable with the curriculum. Content validity is to extend which a test measures a representative sample of the subject matter content, moreover, the focus of content validity is adequacy of the sample and simply on the appearance of the test. It is correlated the test with the educational goal stated on 2013 English curriculum and the syllabus for the 8th grade of junior high school students. It meant in the pre-test and the post-test, the material must suitable with their level in 8th grade of junior high school. Therefore, the test is uses to get the data of the students' writing skill, the content validity of the test was conducted by improving or developing the test based on the concept that had been clarified before organizing the test instrument.

b. Construct Validity

According to Setiyadi (2006) in (Pratiwi, 2016) construct validity is needed for the test instrument which has some indicators in measuring one aspect or construct. If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Writing has five aspects,

therefore, if the test has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater is involved in scoring the students' work based on the indicators.

This research focused on writing skill in forms of written text, moreover, the pretest and the posttest measured certain aspect based on the indicators. It was examined by referring the aspects that were measured with the theories of the aspect namely, content, organization, vocabulary, grammar, and mechanics.

$$R_{XY} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Detail:

R_{XY} = The correlation coefficient between X and Y variables that are

correlated $x = X - \bar{X}$ and $y = Y - \bar{Y}$

$\sum XY$ = Number of multiplications of x with y

X^2 = Quadrant from x

Y^2 = Quadrant from y

n = Number of respondents

2. Reliability Test

According to (Heale & Twycross, 2015) in (Taherdoost & Group, 2017) reliability relates to the consistency of a measure. In achieving the reliability of the pre-test and post-test of writing, reliability is used in this research. According Kirk and Miller (1986) in (Golafshani,

2003); identify three types of reliability referred to in quantitative research, which relate to: (1) the degree to which a measurement, given repeatedly, remains the same the stability of a measurement over time; and (3) the similarity of measurements within a given time period. According to Setiyadi (2006) in (Pratiwi, 2016) a study must be tested by several researchers, before that, the test to be carried out must be determine in advance the type of test and the criteria of the test for data collection. The first rater is the researcher herself and the second rater is the research's partner who was the college students of English Language Education. In achieving the reliability of pre-test and post-test of writing test, first and second raters discussed and put mind of the writing criteria in order to obtain the reliable result of the test.

The researcher also used the statistical formula for counting the reliability score between the first and second raters. The CronbachAlpha formula is as follow:

$$R_{ii} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_i} \right)$$

R_{ii} = Reliability test

$\sum S_i$ = The amount of variance score

S_i = Total variance

k = Number of items

Reliability has several criteria. For more detail can be seen in table below (Sundayana2010) in (Yuliati, 2015).

Table 3.4
The Criteria of Reliability

Criteria	Detail
$0,00 \leq r < 0,20$	Very low
$0,20 \leq r < 0,40$	Low

$0,40 \leq r < 0,60$	Enough
$0,60 \leq r < 0,80$	High
$0,80 \leq r \leq 1,00$	Very high

G. The Technique of Analyzing Data

In this research, the data are analyzed by using statistical method. First, the data analyzed from the classroom observation, the researcher used category standard as follows:

Table 3.5
The Classification of Students' Score

No	Categories	Score
1	Excellent	86-100
2	Very Good	76-85
3	Good	65-75
4	Fair	55-64
5	Poor	<55

Second, the researcher used student post-test score of the experimental and the control group as the data of the research. The researcher will analyzed the data by using T test to know whether the result of the research. In this research, the researcher used a quantitative data analysis technique to know the students achievement before and after being taught by video recording and the data was analyzed by using statistical method.

The T test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ With } S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}$$

Where:

t : The value of t-obtained

\bar{x}_1 : Mean score of experiment class

\bar{x}_2 : Mean of score of control class

n_1 : Number of experiment class

n_2 : Number of control class

s_1^2 : Standard deviation of experimental class

s_2^2 : Standard deviation of control class

