CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English is very important for the students. English divided into four skills which are as follows: Listening, Speaking, Reading and Writing. Studying English as a foreign language is gradually getting more important. English is one of a compulsory subject in Indonesia. One of the aims of teaching English is developing the ability to communicate (Masrul and harlinda, 2019). Nowadays, more people use English as media of communication. People do not only communicate with who come from the same country, but also with who come from different countries.

Speaking is one of the four skills necessary in language for effective communication. The speakers are not using their mother tongue when they speak (Boonkit, 2010).Many students' could not speak in English, because they have problem in learning English especially in speaking skill. Based on the interview with the English teacher in Mts Muallimin Muhammadiyah Bangkinang, there are still many students could not speaking English well. When the teacher asked them to say something, they understand what the teacher said, but they are speechless, they did not know how to express their idea in English. They also do not know how to pronoun the word and not fluent in English.

Based on the data, the students speaking skill is still in low level. There are 3 students in poor level, it is <55 score, in average 3 students is 52 score. 18 students in fair level, it is 55-64 score, in the average 18 students is 56-64 score. 3 the students in good level, it is 65-75 score, in the average is 68 score. The students got difficult to speak in English, Most of the students has difficulties to pronounce the words correctly, for instance, when they were learning about fruits and animals, they were not able to pronounce many words correctly, this problem occurred due to English as a foreign language which has different system of language compared to Indonesian language (Rianti,W 2018) and also it is made them not fluent when speak in English. So, the students' become passive when the teacher asked them to say something or made a conversation.

A good technique in teaching, it made students understand and enjoyed in learning. In this case, technology is important. Nowadays, 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 could be easily accessed by people through Smartphone.

In this era, especially in Indonesia we have a problem about virus. We call that corona virus or covid-19. Because of the virus the

learning process should be stop in the school. The government, give the information that the student must be study at home and the teacher must give some assignment for the students. Automatically, in teaching learning process must to have using online class as media, such as using: WhatsApp, YouTube, ZOOM Application, Instagram and etc.

To overcome this obstacle, there have been many media applied, and Video Recording is one way to deal with the students' problems in speaking skill. Video recording is one of the suitable media that can be used. By video recording the students can see their speaking and it is almost the same technique as talking in front of the mirror. The students can easily analyze the mistakes, watching the video recording later. Based on the statement, it can be used as tool to record and correct students speaking skill. So, students will understand the good pronunciation, intonation, accuracy, fluency when they speak up.

(Fraj-Andrés et al., 2018) Video recording of oral presentations is one of the main activities that focuses on the training and assessment of communication skills. Some recent research has found that the use of video recording allows students to evaluate their performance and make improvements for future presentations (Tugrul, 2012) helps teachers improve their feedback (Crook et al., 2012) and increases students' active

learning and their knowledge about their skills.

According to Steele (2014) in (Sham et al., 2018). WhatsApp is a social media application which involves direct messaging as well as sharing media including voice messages, videos and photos among others. WhatsApp in education is included educational technology that can be use as a tool or media communication in education development. So, the researcher chooses Video Recording in WhatsApp feature to improve the students' speaking skill.

Based on the explanation above, it is important to carry out this research entitled "The Effect of Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang"

B. The Identification of the Problem

Based on the observation, there are some problem occurred in teaching and learning process. The problem will be mentioned in the following:

1. *The students find difficult to express their idea when speaking.*
2. *The students difficult to pronoun the words.*
3. *The students not fluent in speak English.*

4. The students find difficult in learning process because of the virus.

C. The Limitation of the Problem

According to identification of the problem above, this research will be limited on using Video Recording in teaching speaking skill. Specially finding out The Effect of Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang.

D. The Formulation of the Research

Based on the identification of the problems, the researcher formulates the research question "The Effect of Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang?"

E. The Purpose of the Research

Based on formulation of the research, the purpose of the research is "To see The Effect of Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang"

F. The Significance of the Research

1. Teacher

This research is expected, it can helps teacher about using

Video Recording to teach the students more effective and easier to improve students speaking skill at Mts Muallimin Muhammadiyah Bangkinang.

2. *Students*

This research is expected, it can help the students how to pronoun well, to know their mistake after using Video Recording and would be an interesting technique for them.

G. *The Definition of Key Terms*

1. *Speaking Skill*

Speaking is one of four skills in learning English such as: listening, reading and writing. Speaking is important by human being needs to learn English to communicate with other people, it should be mastered by students at second grade of Mts Muallimin Muhammadiyah Bangkinang. In this research, the writer aims to the students can express their idea and transfer their message by speaking in English.

2. *Video Recording*

Video Recording is institution use camera to record various student activities: performance in oral test, role plays, etc. by using video recording as media of learning, it can bring a good atmosphere to the students in learning English. Students will

have high motivation to studying English and also can be used for training to speak up before performance.

3. *Media*

Media are tools that the teacher uses in teaching learning process. The use of media can help the students master the material presented by the teachers more easily. Media can be picture, video, action or people.

4. *WhatsApp*

WhatsApp is a messaging app that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. The Nature of Speaking

Indonesia is located among the countries in which English is used as the second language, such as Singapore, Malay, Philippine, Australia, and New Zealand. The desire to visit these countries is easier in case of people have a good English (Ayu & Viora, 2019). English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an important role in communication.

In modern era speaking English is very universal thing so that it can make people to be able interact and communicate easier even though we come from different countries in the world (Asilestari, 2018). Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors about language is that it deals with social contexts and culture (Schmitt, 2012) in (Derakhshan et al., 2016). It is means speaking is one aspect in language for everyone to communicate.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need

to apply the language in real communication (Efrizal, 2012).As is true for other language skills, speaking plays several roles in language learning classes. Being aware of these roles will enable instructors to attend to them all and to see speaking as one important element in developing each language skill and conveying culture knowledge (Shabani, 2013). It shows that speaking is not only a conversation but also oral communication to developing the speaker thinks about culture or knowledge.

According to (Marleni, 2018) states that speaking is an important skill in expressing idea in communication. One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. it shows that speaking should incorporate activities in a group work (Oradee, 2013). There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007) in (Marleni et al., 2018).

In conclusion, speaking is important by human being needs to learn English to communicate with people in their daily life. So, to make an easy when they speak in speaking class the teacher must have a technique to teach English such as using a media to make a speaking be affective.

2. *Teaching Speaking*

Teaching speaking is not an easy job, but it must be done to see the students' progress and development in learning. According to Hornby (1995) in (Tuan, 2012)teaching means giving the instruction to a person in the form of knowledge, skill, etc. while speaking can be called as oral communication and speaking is one of skill in English learning that is important. That's way teachers have big challenge to enable their students to master English well.

Speaking skill are one of the important language skill in communication, as a result many communities in many countries in the world use them in every aspect of human life such as social, economic, education, science and technology. As a result, speaking skills are one of the factors that must be mastered by people in this era (Marleni et al., 2018).

Based on the statement above, it means speaking is very dominant aspect that is always needed in the teaching and learning process. Teaching speaking is very important to be taught in class or online class. Students improve their speaking skill by using video recording as a media and to make their learning process an interesting.

3. *Assessing Speaking Skill*

Assessing is different from testing. Assessment is a process

of measuring the students' performance in speaking. The teacher may choose different types of assessment as it addressed at different function. The scoring rubric by David P. Harris as it is cited in Narnia (2011) in (Ferguson et al., 2019). The students' speaking performances were assessed using the indicator show in the following table.

There were two main methods is assessing oral speech. They are holistic and analytical scoring. According to Tuan (2012) in (Sumantri M S; Pratiwi N, 2015), the analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is scored independently. The procedure of this method involves the separation of the various features of a discourse (Park, 2004) in (Tuan, 2012). It is used to see the student performance.

The scoring rubric proposed by David P. Harris as it is cited Narnia (2011) in (Tuan, 2012). The students' speaking performances were assessed using the rubric shown in the following table.

Table 2 1 Speaking assessment Indicator

Aspects	Indicator	Scores
	Have few traces of foreign accent.	5
	Always intelligible, though one is conscious of definite accent.	4

Pronunciation	*Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding.*	*3*
	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	*2*
	Pronunciation problems to severe as to make speech virtually unintelligible.	*1*
Grammar	*Makes few (if any) noticeable errors of grammar or word order.*	*5*
	Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.	*4*
	Makes frequent error of grammar and word order which occasionally obscure meaning.	*3*
	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	*2*
	Errors in grammar and word order to severe as to make speech virtually unintelligible.	*1*
Vocabulary	*Use vocabulary and idioms is virtually that of a native speaker.*	*5*
	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	*4*
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	*3*
	Misuse of words and very limited vocabulary make comprehension quite difficult.	*2*
	Vocabulary limitations so extreme as to make conversation virtually impossible.	*1*
	Speech as fluent and effortless as that of native speaker.	*5*
	Speech of speech seems to be slightly affected by language problems.	*4*

Fluency	*Speed and fluency are rather than strongly affected by language problems.*	*3*
	Usually hesitant; often forced into silence by language limitations.	*2*
	Speech is so halting and fragmentary as to make conversation virtually impossible	*1*
Comprehension	*Appears to understand everything without difficulty.*	*5*
	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	*4*
	Understands most of what is said at slower-than-normal speed with repetitions.	*3*
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	*2*
	Cannot be said to understand even simple conversational English.	*1*

4. *The Use Video Recording as Media by Using What's App*

   a. *Video recording*

Video recording is the media in teaching speaking by recording the students' speaking performances. Video recording has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce the deep learning (Chau and Cheng, 2009) in (Ikramah, 2017). Video Recording is institution use camera to record various student activities: performance in oral test, role plays, etc. by using video recording as media of learning, it can bring a good atmosphere to the students in learning English. Students will have high motivation to studying English

and also can be used for training to speak up before performance.

The use of video-recording on students' speaking in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers in English (Lonergan, 1984; Tomalin&Stempleski, 1990) in (Ferguson et al., 2019). In addition, students have the opportunity to view the recording on video more than once.

b. Tools of Video Recording

Derry (2007) in (Ferguson et al., 2019) suggested several tools that can be used to make a very high quality of video with some additional by the researcher. The tools as follows:

1) Camera Phone

Camera phone is one of the parts of MALL (Mobile Assisted Language Learning). Camera phone is to record students' speaking performance and also can be used by the students to create video recording.

2) Camera DV

A mini-DV camera should have an image stabilization

feature (for hand-held use) and true stereo (left/right) audio separation. A rechargeable, long-life battery (i.e., one that will last more than three hours) is also highly desirable. A good quality, screw-on wide-angle lens is also very useful, particularly when the researcher is filming in restricted spaces. Using a camera into which tapes can be loaded while the camera is attached to a tripod.

3) Microphones

Several types of mikes are useful. Almost any external mike will do a better job of sound capture than will the camera's built-in mike.

4) Tripod

By attaching the camera to a good quality tripod, the teachers are able to smoothly pan, zoom and lock the camera in a fixed position when the teachers were busy or did the other things.

5) Earphones

This tool is used to check the sound with earphone at the beginning of a recording and again periodically while recording. A video recording with weak audio will be checked later.

6) Gaffer's Tape

Gaffer's tape (black, cloth tape) allowed the teachers to tape down the legs of the tripod without leaving marks on furniture or other anchoring objects.

7) Camera Bag

A durable, spacious camera bag allowed the teachers to carry the entire rig in one hand while carrying a tripod in the other.

c. Strategies for Video Recording

In this research, the researcher uses the strategies for using video recording. Video recording is as a media in teaching speaking. It means that the teacher ask to the students to record themselves by their homes. The students need strategies in doing recording. The researcher has several strategies in order to do recording that is supported by Derry (2007) in (Ferguson et al., 2019).

a) *Conduct Fieldwork Strategically (Planned the Fieldwork)*

It is important for the students to plan their fieldwork. The teachers ask the students to make a fieldwork about recording task by the teacher material given.

b) *Treat Yourself as Recording Device*

The students are the object of the video recording. The students experience in the fieldwork of recording a video is important. There are two practical aspect to fieldwork. Firstly, the students should capture what is happening, as best you can. Secondly, they should provide an index of these recordings that will later allow them to create growing collecting of such recording.

c) *Separate Observation from Inferences*

The students who is recorded has to give his capacity to remember what he saw or heard will quickly be overwhelmed by volume of information which the encounters in the field, also should treat his writing in the field as an archive that distinguish between analytical and observational notes.

d) *Build Students Analysis*

It is not likely that's students final analysis or even phenomena described or explained in analysis, but also this task leads the students being more critical students.

d. Media

According (Smaldino, Sharon E. et.al 2008) in (Sumantri M S; Pratiwi N, 2015). Media is one of facilities to improve the learning activities. Because of the variety of media, it has different characteristic. Media are tools that the teacher uses in teaching learning process. The uses of media help the students master the material presented by the teachers more easily. Media can be picture, video, action or people.

It can be concluded that using media with creativity will give effectiveness in teaching and learning process. Media also can make the students to be interested in learning. By use a good media, it can help the students to express their ideas.

e. WhatsApp

WhatsApp is a messaging app that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on

relatively any device and is considered relatively safe and secure.

According Riyanto (2013) in (Fattah, 2015)The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, Twitter, LinkedIn and many others alike have been phenomenally popular in the communication world. WhatsApp allows it's users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone.

Advantages WhatsApp based on (Dekhna Buku Advantage WhatsApp, n.d.). 1) WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teacher. 2) WhatsApp is a free application that is easy to use. 3) Group connected to WhatsApp instants messaging can share learning object easily through status, audio, video, comment, texting and messaging. Discuss are related to the course content taught in class. 4) WhatsApp provides students with ability to create a class publication

and there by publish their work in group. 5) Information and knowledge are easily constructed and shared through.

B. Review of Related of Findings

The writer gets a relevant research from (Ikramah, 2017), the alumnus of State University Darussalam Banda Aceh. The title of her research is "The Effects of Video Recording on Students' Speaking Ability". It was quasi experimental research. Her research found of using video recording gave the positive effects towards students speaking ability.

"The result of the data revealed after implementing video recording, the students' speaking scores were significantly better and well improved (the mean of pre-test = 72,34 and post-test = 144,52). The effect of video recording on students' speaking ability showed in the t-score. The results of the t-score showed that the value of the t score is higher than table. It means that the t score is in the starting area of acceptance Ha at the significant level a= 0,05, so it can be concluded that there is significant difference between students' speaking ability after implementing video recording.

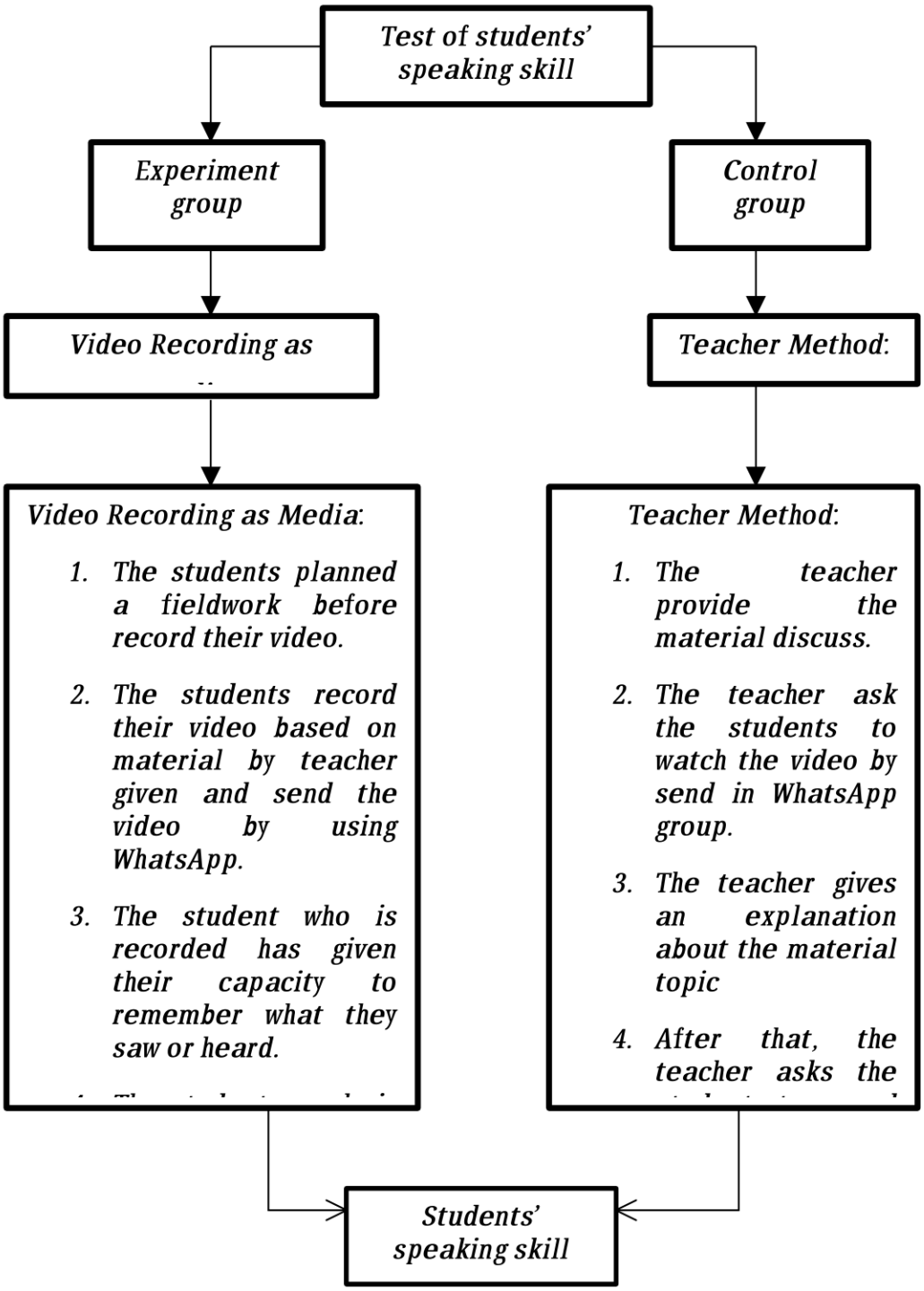
The others research was conducted by (Rahayu, 2016), the alumnus of Syarif Hidayatullah State Islamic University. The research entitled "The Effectiveness of Using Video recorded Speaking Task on Students' Speaking Skill". It was quasi experimental research. She is found that the using of video

recorded speaking task has significant effect in improving students speaking skill. After six weeks treatments, the post test and the gained score of experimental significance level 0.000. The t observes was significantly higher than the t table at 3.897.

Based on the explanation above, it showed that the differences between the research. Both of the research used video recording in their research to improve the students speaking skill by using quasi experimental research.

Furthermore, in this research, the researcher aimed to know the effect of using video recording as media towards students' speaking skill in online class to improve the student speaking skill. Based on the research findings of both previous researches, it indicates that use video recording was successful and could be applied to increase students speaking skill.

C. Conceptual Framework



Source;by Derry (2007) in (Ferguson et al., 2019).

Figure 2 1 The Diagram of Conceptual Framework of the Research

Based on the diagram above, the research took two classes as

the sample of this research. One class as experiment group that be applied video recording to get the effect on students' speaking skill. While in the control group the researcher not applied Video Recording. In control class the researcher only uses Teacher method to get the effect on students' speaking skill.

By using Video Recording in teaching speaking skill to the Second grade students of Mts Muallimin Muhammadiyah Bangkinang, it can be good technique to help students in speaking. This technique can be alternative strategy for teacher in speaking class which can improve and keep their speaking with interest online class.

D. Hypothesis

Ho : *There is no Effect of Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang.*

Ha : *There is an Effect of Video Recording as Media Towards Students' Speaking Skill in Online Class by Using WhatsApp at Second Grade of Mts Muallimin Muhammadiyah Bangkinang*

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Location of the Research

This research was conducted at Mts Muallimin Muhammadiyah Bangkinang. This school is located on Jl. Raya Pekanbaru-Bangkinang No.236, Kumantan, Kec. Bangkinang, Kabupaten Kampar, Riau 28463. This research was conducted based on the schedule below:

Table 3 1 Time and Location of the Research

NO	Activities	Mei-20				Jun-20				Jul-20				Aug-20				Sep-20				Oct-20			
		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			✓	✓	✓	✓	✓	✓																
3	Seminar Proposal											✓													
4	Implementation of the Research													✓	✓	✓	✓								
5	Data Processing and Preparati																	✓	✓	✓	✓	✓	✓	✓	

	on of Thesis																							
6	*Thesis Defence*																							✓

B. Research Method and Design

1. Research Method

The type of this research is quantitative research which is based on traditional scientific methods, and it generates numerical data and usually seeks to establish causal relationships between two or more variables, and using statistical methods to test the strength and significance of the relationship (Hohmann, 2005).

This research method is quasi experimental research. Rogers & Revesz(2019), states that quasi experimental research is research design to examine whether there is a causal relationship between the independent and the dependent variables. Therefore, experimental research is a systematic method for relationship that contains cause and effect. In this research are two variables: Video Recording as independent variable (X) that gives the effect to students speaking skill. Speaking skill is as dependent variable (Y).

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. The type of this research as follow:

Table 3 2 The Research Design

Group	*Pre-test*	*Treatment*	*Post-test*
C	*1*	-	*1*
E	*1*	*X*	*1*

E = Experimental group

C = Control group

X = Receive the treatment

The table 3.2 shows there were different treatments between experimental and controlled class. The experimental class was taught by video re3cording as media and the controlled class was taught without by video recording as media.

C. The Population and Sample of the Research

1. Population

The population of the research was the second grade students of Mts Muallimin Muhammadiyah Bangkinang in 2019/2020 academic year. It was consists 8 classes and 192 students. Each classes is 24 students, starting 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 research divides the population into separate group, called clusters. While determine the experiment and control classes, the researcher used a lottery for all classes of the population. Based on the statement, the research should be conducted at the second grade of class 8A and 8D, Mts Muallimin Muhammadiyah Bangkinang in academic year 2019/2020. Each class has 24 students, so total of the students is 48 students. In conclusion, the experiment is will be done in two classes, 8D as the experiment and 8A as the controlled class.

D. Instruments of the Research

1. Speaking Test

Speaking test was conducted in both of experimental class and control class. The test gave after the researcher applied the technique in learning process. The test was some instruction that make by the teacher based on the material. Next, the students performed the test by using video recording and sent into what's app group.

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

Table 3 3 Speaking Assessment Sheet

No	Name	Assessment Aspects						
		Pronunciation (1-5)	Grammar (1-5)	Vocabulary (1-5)	Fluency (1-5)	Comprehension (1-5)	Score	Mark

Maximum score : *5 x 5 = 25*

Final score : $\frac{total\ score}{maximum\ score} \times 100\%$

E. *Technique of Collecting the Data*

1. *Pre-test.*

Pre-test is given to both of groups; experimental class and control class. The purpose of this test is to know the students' speaking skill before giving the treatments. It means pre-test is used to examine the students' recent condition. The type of pre-test uses in this study is in the form of questions. The question is based on certain topic that should be answer by the students. .

2. *Post-test*

In post-test the researcher gives the material for the students. The researcher explained the material by using video recording as a media in online class. After conducting teaching and learning activity, the researcher conduct the test data supporting that to know the students speaking skill in English after implementing video recording as media in learning process in online class. The score are gained with speaking rubric. At the end, the score will accumulate and show the result whether the use of video recording as a media to improve

students speaking skill or not.

F. Validity and Reliability of the Instruments

1. Validity of Test

According to (Heale & Twycross, 2015a) 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 whether the instrument adequately covers all the content that it should with respect to the variable(Heale & Twycross, 2015b). It means the content validity aims to test an instrument so that the instrument can be said to be valid according to its content, the content here means the material.

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. Speaking 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 speaking skill. 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, pronunciation, grammar, fluency, vocabulary and comprehension.

$$R_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left[n\Sigma_X 2 - (\Sigma_X 2)\right]\left[(\Sigma_Y 2 - (\Sigma Y)^2\right]}}$$

Detail:

R_{XY} = The correlation coefficient between X and Y variables that are correlated $x = X - \bar{X}$ and $y = Y - \bar{Y}$

ΣXY= Number of multiplications of x with y

X^2= Quadrant from x

Y^2 = Quadrant from y

n = Number of respondents

2. *Reliability of Test*

According to (Heale & Twycross, 2015a) reliability relates to the consistency of a measure. According to (Lodari et al., 2018)Reliability is the quality of being consistent and trustworthy. A test will be reliable when it gives the same repeated result under the same conditions. In achieving the reliability of the pre-test and post-test of speaking, reliability is used in this research.

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

$$R_{11} = \left(\frac{k}{k-1}\right).\left(1-\frac{\sum S_i}{S_t}\right)$$

R_{11} = *Reliability test*

$\sum S_i$ = *The amount of variance score*

S_t = *Total variance*

k = *Number of items*

Reliability has several criteria. For more detail can be seen in table below (Sundayana, 2010) in (Yuliati, 2015).

Table 3 4 The Criteria of Reliability

Criteria	*Detail*
0,00 ≤ r ˂ 0,20	*Very low*

0,20 ≤ r < 0,40	Low
0,40 ≤ r < 0,60	Enough
0,60 ≤ r < 0,80	High
0,80 ≤ r ≤ 1,00	Very high

G. Data Analysis Technique

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:

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

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*