CHAPTER I

INTRODUCTION

In thischapter explains about background of the study, research problem, objectives of the study, hypothesis of the study, assumption, scope and limitation, the significance of the study, and the definition of the key terms.

A. Background of Study

Writing is essential subject that useful for the students to develop their idea, express their motion though writing. According to Sabarun (2011, p.41) states that writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising According to Yulianti (2018, p.10) states that writing covers the great range of styles astudent will perform in his daily lives. It may include filling forms, making lists, writing letters, note-taking, or academic writing. Writing develops students' critical thinking to express what they think and convey their idea in arrangement of sentence. Most of the students think that writing is the difficult skill for them.

According to Miftah (2015, p. 9)writing is considered as the most difficult and complicated language skill to belearned compared to other language skills listening, speaking and reading. Itrequires more effort to produce meaning through writing than to recognizemeaning through listening and reading.Mostof English foreign language students are not interested in writing and the performance on writing is unsatisfactory (Supiani, 2012, p.11).In this case writing is the most difficult skill than others, especially for non-native language.However,

being able to write effectively is an essential skill for students as their performance is partly evaluated through written reports, assignments, online discussion forums, daily journal and so on.According to Broadman and Frydenberg (2002, p.11), they said that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. They also add that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

In addition, Mukminatien as cited in Miftah (2015, p. 9) points out that the difficulties are not merely caused by the students themselves but they can also be caused by the unvaried and uninteresting techniques of the teachers in teaching writing. It will make boredom for the students and have less motivation in learning writing. The difficulties are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. Moreover, the atmosphere in the class also influences the students to write. When the atmosphere of the class is not conducive, it will make the students bored. Consequently, the students will not encourage in expressing their idea.

In the intermediate English skill that should be achieved in the writing English subject is that the students have ability to develop and produce written(Yulianti, 2018, p.5). As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in

producing words, sentences, paragraph and essay at the same time. Learning outcomes are really influenced by thelearning process and the learning process is influenced by the characteristics of the learners and also the learning situation. The teachers' techniques in teaching writing not varied and not interesting can also cause difficulties for the students to learn how to write a piece of writing.

One of the types of writing is descriptive text. Descriptive text is a kind of the text with a purpose to give information. According Oshima and Hogue (2007, p.61) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. They also said that a good description is a word picture; the reader can imagine the object, place or person in their mind. Based on the students' book guidelines of the first semester at tenth grades in SMK Al-Ishlah Palangka Raya, they learn about descriptive text in chapter four, especially the material focus on describing place. This is one of the reasons why the researcher focus in writing descriptive text.

And then, the success in teaching English is influenced by many factors, such as the teachers, materials, and methods. That is the roles of the teachers in the classroom to integrate good materials and methods. In addition, factors from students should be highly considered. That is also the roles of the teachers to organize teaching materials and methods that are suitable for the needs and interests of the students. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioural changes. Learning is the process of assimilating information with a resultant change in behaviour. Teaching-learning process is a planned interaction that

promotes behavioural change that is not a result of maturation or coincidence. One of the main functions of the teaching media is the teaching aid that will influence the climate, the condition and the environment of learning organized and created by the teacher (Sulastri, 2000). We using it must suitable with the place, situation, and condition at the time. Learning authentic and reality based phenomena can boost students' skills rather than theoretical ones (Norahmi, 2017).

The use of media in teaching learning process can help teachers to create learning situation effectively. According to Cakir (2006) that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In this respect, videos provide important learning opportunities to students working in a second language. Media is derived from Latin and is the plural form of the word "medium" which literally means "intermediary" it is an intermediary message source (a source) to the message receiver (a receiver). Moreover, Smaldino et al (2011, p.7) cited in Nurizmawati et al (2014, p.3) said that "A media format is the physical form in which a message is incorporated and displayed". Media formats include, for example, whiteboard markers (visual and text), power point slides (text and visual), CD (sound and music), DVD (video), and computer multimedia (audio, text, and video). Each media format has advantages and limitations in terms of the type of message recorded and displayed.

The other primary motivation to create the intervention video came from video scribing or whiteboard animation. In the Mia's book with tittle 'The

Ultimate Guide to Explainer Videos', she was describe whiteboard animation is highly engaging and sparks curiosity in viewers. It communicates information in a clear and effective way. There is a hand shown holding a marker which appears to be making the drawings on a whiteboard right in front of the viewers' eyes. In term of use, this style is flexible because it works well. It is ideal for tutorial, training videos, educational videos, technology solutions, and overall in-depth explanation. Video scribing has been described as "the real-time capture, processing and iteration of information in visual form. This could be presented in words, cartoons, pictures, diagrams, flows and hierarchies" (Beer, 2012). One company indicated that the video scribed animations were the most viewed of any of their videos, and that the feedback received through comments and emails was positive. Whiteboard animation is a unique way to create engaging animated videos quickly and easily. You are empowered to bring impact to your message without technical or design knowledge. (Tirtamedia, 2017) VideoScribe or whiteboard animation is a user-friendly software tool for creating hand-drawn, animated videos. Pictures and text are drawn out in sequence on a virtual whiteboard for a uniquely engaging visual effect. A host of other features make it favoured by businesses, educators and millions of other.

The study have been successful if meet three criteria of success: (1) The students were able to make good improvement in teaching-learning proces. (2) The students were active in pairs and group work discussion by watching whiteboard animation and (3) The students enjoyed learning writing by watching whiteboard animation. This study was conducted at Tenth gradein SMK Al-Ishlah

Palangka Raya. The learning video of whiteboard animation was made by the writers' self and focus in descriptive text material, especially in describing place.

In this study, the researcher chooses descriptive text as a students' genre problem in writing activity that needs to be improved. According to syllabus of SMK Al-Ishlah Palangka Raya, this kind of text is taught at the tenth grade on the first semester. Based on the researcher free observation and free interview with the teacher whose teach there, a lot of students difficult to make writing assignment. The teacher said that the students have less motivation, when teacher make interaction by speak English, the students will be being laugh and just give answer yes or no. Especially when the teacher gave writing assignment, the students always talk 'confuse'. They spent a lot of time focusing only on how to start writing. This factor may come from the students' experience about descriptive text which is still low ability.

B. Research Problem

Based on the background of the study, the research problems as follows:

1. Is there any significant effect of using whiteboard animation toward students' ability in writing skillat SMK Al-Ishlah Palangka Raya?
2. Is there any significant effect of using whiteboard animation toward students' learning motivation in writing skillat SMK Al-Ishlah Palangka Raya?
3. Is there any significant effect of using whiteboard animation toward students' ability and significant effect of using whiteboard animation toward students' learning motivation in writing skillat SMK Al-Ishlah Palangka Raya?

C. Objective of Study

In general the study aims to improve the students writing skill specifically it is to:

1. To find out whether significant effect ofusing whiteboard animation toward students' ability in writing skill at SMK Al-Ishlah Palangka Raya.
2. To find out whether significant effect of using whiteboard animation toward students' learning motivation in writing skill at SMK Al-Ishlah Palangka Raya.
3. To find out whether significant effect of using whiteboard animation toward students' ability and significant effect of using whiteboard animation toward students' learning motivation in writing skill at SMK Al-Ishlah Palangka Raya.

D. Hypothesisof Study

The hypothesis of the study is formulated:

Ha (Alternative Hyphothesis)

1) There were significant effect of whiteboard animation toward writing ability.
2) There were significant effect of whiteboard animation toward learning motivation.
3) There were significant effect of whiteboard animation toward writing ability and learning motivation.

Ho (Null hyphothesis)

1) There wereno significant effect of whiteboard animation toward writing ability.

2) There wereno significant effect of whiteboard animation toward learning motivation.
3) There wereno significant effect of whiteboard animation toward writing ability and learning motivation.

E. Assumption

This study assumes that using whiteboard animation to teach writing was effective for students. In this case, the writer show a video based whiteboard animation was interested and effectived technique to teach descriptive text writing. The students were expect to writer easier when working after get the stimulus from the whiteboard animation views.

They were perform better than those who do not use it for a number of reasons. First, based on the students' needed and interested, the English course material needed additional media that made students easy and developed to learn. Second, unlike the other video, whiteboard animation show the fun picture with the whiteboard as a background of the video. And whiteboard animation also gave a back sound or sounds of us. Third, animated whiteboard videos were effective for both slow and fast learners alike. Those who absorb information quickly were not held back by those who prefer a slower pace.Such a procedure was invaluable to writing processes. And the last is make the teacher and students' more creative and active in learning process and increase the quality of the course materials.

F. Scope And Limitation

According to the background of the research above, the writer make the limits of this study following by:

1. This study belongs to an experimental study by appliedANOVA procedure to collect the data.
2. This study was restricted to focus on measuring writing ability and students' motivation who taught usingwhiteboard animation.
3. The subjects of the study were the tenth grade at SMK Al-Ishlah Palangka Raya.
4. The study was limited on the use of whiteboard animation organizer in writing descriptive text.

   There were a number of reasons to limit on descriptive text writing:

   a. First, since the subject of the study was the tenth grade students, according to new syllabus and curriculum at that school (SMK Al-Ishlah Palangka Raya), took descriptive writing in this semester, the study enables to be conducted.
   b. Second, the course material covers descriptive text paragraph. The text was focus on describing place. The study was conducted of the tenth grade in semester one at SMK Al-Ishlah Palangka Raya.
   c. Third, the writing score took by some aspects. There were content, organization, vocabulary, language uses, and mechanics.

G. Significance of Study

This study was aimed at measuring whether the students who were not taught using whiteboard animation gets better achievement or not than those who taught

using whiteboard animation at tenth grade in SMK Al-Ishlah Palangka Raya. And this study has practical and theoretical significance.

1. Practically, the result of this study was expected to give significant contribution to the English writing teachers. One of the significant was that whiteboard animation were used as part of the writing process to motivated students learn by predicting demands, construct an association that encourages learner-to-learner for constant and on-going learning. Moreover, the result of the study was expected to provide empirical data about writing descriptive text and students' motivation using whiteboard animation. In addition, the study can also help the students to solve their problems in generating ideas when they were writing descriptiveparagraph.
2. Theoretically, it was expect that the results of the study can give contribution to support the theory of cognitive processing on teaching English as a foreign language, especially for the writing teachers. Therefore, it was expected that writing was not only be seen as a product, but also more as a process.

H. Definition of Key Terms

There are some key terms related of this study, follows by:

1. Media

   Media is a thing that used in process of transferring information or message to other people.

2. Whiteboard animation

   Whiteboard animationis a user friendlys' software for creatinghand-drawn, texts, images, and charts. It can be includes by music track or voiceoveron a

virtual whiteboard as a canvas. The different names for whiteboard animation is video-scribing, telescribing, illustrated story, fast draw and explainer video.

3. Motivation

   Motivation is reasons why and what causes that people would like to behave as they do.

4. Writing ability

   Writing is a series of text-making activities includes developing ideas, drafting, shaping, editing, and revising. The ability of writing is what the achievement of process in text-making activities.

5. Descriptive text

   Descriptive text is a text which describes about thing, person, place, animal, etc and mention by the five senses; sight, taste, touch, smell, and hearing.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature consists of previous studies, writing, writing learning motivation, descriptive text, media, whiteboard animation, and ANOVA test.

A. Related Studies

There were previous studies related whiteboard animations as a media in English teaching-learning process.

The first research has conducted by Beer (2012). The title of this study is 'Using Online Video Scribed Animation to Teach Writing Self-Regulation'.Students completed self-report measures of their grade goals, self-efficacy for grade achievement, and self-regulation strategy use on blogging assignments.Results showed that there were statistically significant increases in students' environmental self-regulation and goal setting. The difference study between Beer research and this research is to measure self-efficacy and self-regulation and this research to measure students' motivation and students writing ability. The similarities are focus study in writing skill and used experiment design.

The secondresearch has conducted by Al-Omairy, et.al (2015) The title of this study is 'The Impact of Whiteboard Animation Videos on ESL Learners' Motivation'. A quasi-experimental study was conducted to examine using Whiteboard Animation videos in teaching English as a second language. This quantitative research investigated the effect of using Whiteboard Animation videos on ESL students' motivation.The findings revealed an overall positive

impact on ESL learners' motivation after implementing Whiteboard Animation videos. The difference study with this research is the subject of the research. The similarities are to measure students' motivation, experimental design, and using questionnaire.

The third research has conducted byKramer and Bohrs (2016)The title of this study is 'How do Consumer Evaluate Explainer Video? An Empirical Study on the Effectiveness and Efficiency of Different Explainer Video Formats'.Used of e-learning in general and explainer videos in particular is presented. Subsequently, the effectiveness and efficiency of five different explainer video formats are analyzed used an experimental test design for one topic. Significant differences occur in terms of relative improvements in knowledge level as well as input/output-ratios. And expectations of potential users regarding the design of explainer videos are determined. It is different with this study, because the subject is consumer German and U.S population (18+) and the data was experimental online survey.

The fourth research has conducted byCallahan (2017)The title of this study is 'The Application of Animated Whiteboard Videos in Teaching Concepts from the Urantia Book on Social Media'. Urantia Foundation Education Seminar "Giving the Truth of Heaven: Using Our Talents"March 23-26, 2017. Callahan research looked at the effectiveness and application of digital animated whiteboard videos. Focused in social media is makes difference between researchers' study and Callahan research because this study using descriptive qualitative and focus in

academic writing not social media. The similarities studies are about teaching English in writing concept or skill and used experiment design.

The fifth research has conducted byFahrurozi (2017)The title of this study is 'The Development of Video Learning to Deliver a Basic Algorithm Learning'. The material is taken from the basic programed book for tenth grade in SMK/MAK, its same with researchers' study.In the development of this learning video required a special program, namely Sparkol Videoscribe.From the experiments conducted, it was found that in terms of material aspect obtained an average percentage of 84%, media aspects obtained an average percentage of 81% and a percentage of the benefits of 87%. Likewise, the average percentage of all aspects that reached 84% belongs to the very feasible category. Both researchers' and Fahrurozi's study have similarity in using video-scribe as a media in teaching learning, the subject is students of vocational high school, and the research design is experiment. The difference of study is object, there are to deliver basic algorithm learning and this study focus on writing ability.

The sixth research has conducted byAmaliah (2017) The title of this study is 'Improving the Students' Motivation and Learning Outcomes with Picture and Picture Method by Using Vivocom Fold Book Media'.It was use experimental method, with the design of one group experiment by comparing before and after mark in narrative learning; conducted in class 9-11 at SMPN 2 Sidoarjo.The result are the use of Vivocom Fold Book media can increase students' motivation to learn English from less motivated, become very motivated in learning and the use of Vivocom Fold Book can improve students' learning outcomes. The difference

between her reasearch and this research are she used some media and this study just focus in one media that is video scribe animation, also she was conducted in Junior High School and this research conducted in Senior High School.

The related study following by the table:

2.1 Table
Related Studies

No	Researcher	Title	Similarities	Differences
1.	Beer (2012)	Using Online Video Scribed Animation to Teach Writing Self-Regulation	• Writing teaching • Experimental Design • Video scribing as a media	• Self-efficacy • Self-regulation
2.	Al-Omairy, et.al. (2015)	The Impact of Whiteboard Animation Videos on ESL Learners' Motivation	• Teaching English as a Second Language • A quasy-experimental	• Descriptive statistics
3.	Kramer, et al (2017)	How Do Consumers Evaluate Explainer Videos? An Empirical Study on the Effectiveness and Efficiency of Different Explainer Video Format	• Video-scribe or explainer video as an E-learning • Experimental design • Learning effect	• Perception
4.	Callahan (2017)	The Application of Animated Whiteboard Videos in Teaching	• Video-scribe as a media • Teaching English • Effectiveness and	• Media social as a target of learning

		Concepts from the Urantia Book on Social Media	application	
5.	Fahrurozi (2017)	The Development of Video Learning to Deliver a Basic Algoritme Learning	• The effectiveness of using media • Applied in SMK grade ten • Experimental Design • Video-Scribe used	• Focus in Algoritme learning
6.	Amaliah (2017)	Improving the Students' Motivation and Learning Outcomes with Picture and Picture Method By Using Vivocom Fold Book Media	• Video-Scribe used • Students' motivation • Experimental Design	• Learning outcomes • Students of SMP as a subject

B. Writing

1. The Nature of Writing

Harmer (2204, p.3) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning.Browne (2001, p.336) indicates that writing is a process of thinking is a process of thinking in which writers figure out their thoughts then put them inti written language. During the process of thinking that sometimes needs a long time, the writers are asked to

explore their knowledge, experiences, or memories to find and then determine a topic to write.

Browne (2007, p.81) points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which are understandable for the readers to read. Thus, it requires time to become a skillful writer.

Moreover, Broughton (2003, p.116) indicates that writing is considered both private and public activities. In one hand, writing is considered both private activity since it is done by the writers alone by its nature, on the other hand, writing is regarded as a public activity because the intention of writing refers to the audience. Moreover, is considered as an activity which less spontaneous and more permanent as well as there is a limited or fewer resources to support the communication because the writers and the audience cannot meet directly so that the resources may not adapted as the writing activity is on-going process, hence these conditions lead to the conventions of writing less flexible and the language used tends tobe standardized.

Based on the explanations above, writing may be considered as the language skill which is complex due to many skill involving into it, and its exclusiveness or differences from other skills, particularly speaking skill which is in this case writing requires people to have some instructions in order that they may be able to write, as well as it is the skill.

2. Definition of Writing

There are a lot of definitions about writing that have been given by some experts.

According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social activity because writing is activities that are socially and culturally shaped and individually and socially purposed. Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a well-written text.

Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising (Sabarun, 2011, p.41).

According to Supiani (2012, p.12), collaborative writing is the ways in which students work in a community of readers and writers and negotiate meaning and symbols used in the text. Relevant to the above definition, the writer takes one of the techniques for solving the problems of writing that is collaborative writing technique. Students are required to jointly discuss a topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, words) in a collaborative writing. So, by working in groups, students enjoy more opportunity to see how their peers think and create new ideas.

Richard (2002, p.303) said that writing is the most difficult skills for the second language learner to the master of putting together strings of grammatically correct sentences.

Therefore, based on explanations above, to find out further information about the problem is particularly the students' ability by using Think Pair Share can provide a channel through which teachers can achieve faster and more seamless communication with their students.

3. Kinds of Writing

There are two kinds of writing, writing paragraph was one of those kinds. Meanwhile, the other one was writing essay.

a. Writing Paragraph

In writing, a topic sentence and some supporting sentences must be unityand coherence. A paragraph is a set of related sentences that work together toexpress or develop an idea (Trimmer, 2000, p. 193). Moreover, (Hoque, 2004, p. 3) defines a paragraph is a group of related sentences about a singletopic. Based on the definitions above, it can be stated that a paragraph is agroup of sentences with a single topic or idea.

An effective paragraph must include four requirements. First, it mustdiscuss one topic only; that is, it must have unity of a subject matter. Second, itmust say all that the reader needs to know about the topic; that is, it must becomplete enough to do what it is intended to do. Third, the sentences within aparagraph must follow some reasonable order that our reader can recognize andfollow. Fourth, the sentences within a paragraph must have

coherence(Trimmer, 2000, p. 195). They must be so tied together that the readers canread the paragraph as a unit, not as a collection of separate sentences.

In contrast, Ezor and Lewis (2003, p. 29) proposed five steps for buildingthe paragraph. First is selecting the topic. Second is writing a general statement(topic sentence) about the topic. The third is jotting down possible details about thetopic. Fourth is developing those details into supporting sentences. Fifth isreading the whole paragraph and make whatever changes writers feel willimprove their writing.

Dealing with the paragraph writing, the first essential step is to select thetopic. Then, write a topic sentence about the topic. Afterwards, provide detailsabout the topic. The next step is to develop those details into supportingsentences using facts, evidence, example, and so on. The last step is to writethe final draft and make whatever changes.

According to Walters (2000, p.1), there is three principal part in paragraph writing. They are the topic sentence, supporting sentence and concluding sentences. These sentences should develop the main idea. The specifications are as follows;

a. Topic sentence

A well-organized paragraph has a topic sentence that aims to supports or develops a single idea. Moreover, Zemach and Islam (2005, p.14) state that a good topic sentence should include one clear topic or an opinion or idea of the topic. Topic sentence has an important function that is

substituted or supports an essay's thesis statement, unifies the content of a paragraph and directs the order of the sentences and advice the reader of the subject to be discussed and how the paragraph subject will discuss it. Moreover, a topic sentence contains controlling ideas which limit the scope of the discussion to ideas that are manageable in a paragraph.

b. Supporting sentence

The sentences that follow expand upon the topic, using controlling ideas to limit the discussion. The main idea is supported by a) evidence in the form of facts, statistics, theoretical probabilities, reputable, educated opinions, b) illustrations in the form of examples and extended examples, and c) argumentation based on the evidence presented. Furthermore, Zemach and Islam (2005: p.58) state that ideas and sentence need to be ordered logically. It can be done by arranging sentence that is part of the same ideas go together. The sentence can go in chronological order; moreover, one way to organize writer's supporting sentence is to decide which ideas are most important. Writers often put the most important ideas last in a paragraph, so the strongest sentence is the last ones the reader see.

c. Concluding sentence

Concluding sentence is a sentence at the end of the paragraph which summarizes the information that has been presented (Walters, 2000, p.1). The conclusion is the writers last chance to make their part clear. The concluding paragraph consists of a) a summary of the main points, or a

restatement of writer explanation in different word b) writer's final comment on the subject based on the information they have provided.

Oshima and Hogue (2007) who state that instead of having those three major structural parts, a good paragraph should also possess two additional element; unity and coherence. Definition of unity and coherence will be discussed in following:

a. Unity

Unity is a very important characteristic of good paragraph writing. Paragraph unity means that one paragraph is about only one main topic. that is, all the sentences that are the topic, supporting sentences, the detail sentences, and the concluding sentence are all telling the reader about one main topic. Whether your paragraph contains a sentence or some sentences that are not related to the main topic, then we say that the paragraph "lacks unity" (Walters, 2000, p.1).A strong paragraph will eliminate sentences that do not relate or help develop the paragraph's main idea. Thus, a unified composition will only have paragraphs that are crucial to developing the certain main idea.

b. Coherence

Coherence refers to a certain characteristic of writing which literally means "to stick together." Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader will easy to understand the ideas that writer wish to express (Walters, 2000, p.1).

Moreover, Oshima and Hogue, (2007, p.22) state that coherence means that writer paragraph is easy to read and understand because writer's supporting sentences are in some kind of logical order ideas are connected by the use of appropriate transition signals pronoun references clearly point to the intended antecedent and is consistent you have repeated or substituted key nouns.

b. Writing Essay

According to (Frawcett, 2000, p. 21) an essay is a group of paragraphs about onesubject. Supports this idea and states that an essay is a written compositionbased on an idea and essay as papers of several paragraphs that support a singlepoint. In other words, essay is a collection of the paragraph that contains one singleidea.

To write a good essay, a writer should follow some steps. There are foursteps to write an essay, namely: choosing a subject, prewriting; deciding on theaudience and the essay with effective introductory and concluding paragraphs,writing clear, and error free-sentences (Littell, 2002, p. 182)

Dealing with the essay writing, the first essential step in writing essay istoformulate a clear thesis statement. The thesis statement expresses thecontrolling idea for the entire essay. The thesis statement is important to boththe writer and the reader, because it provides the focus for the essay and henceguides the writer, serving as a kind of touchstone (Clouse,2008, p. 34).

Donald Hall in his Writing Well‖ divides types of writing into four kinds.

a. Types of writing can be divided into four, which are:

1. Exposition

Exposition is an explanation. It does not argue although exposition can form part of an argument. It does not tell a story-though might explain something essential to tell a story. Tricia Hedge defines, exposition is writing that informs, clarifies, defines, analyzes, or otherwise treats a subject by letting the reader. It often answers the question what, why, how.

2. Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

3. Description

The description tells how something looks or feels or sounds. It describes features such as sizes, shapes, color, sounds, etc. Alan Meyers stated that a description of a scene allows the readers to see, hear, or even feel the subject matter clearly, through careful word choice, strong details, and clear organization, people creates a mental picture for the readers. According Wishon and Julia as quoted by Nirwanto (that description is reproduced the way things look smell, feel, or sound: it way also evoke moods, such as happiness, loneliness

or fear it is used to create a Saul image of people, place, even of unity of time, days, and times of day and seasons. May be used also describe more than the outward appearance of people. It may about their traits of character or personality).

4. Narrative

The narrative is telling a storyby chronological order. The narrative can belong to exposition, as describes the phases the moon. The narration may help in argument, anecdote or exposition.

4. Process of Writing

Writing is a complex language skill that requires basic abilities such as vocabularies in written forms. Unlikely speaking, writing was not an innate biologically endowed ability, it had to be learned (Naismith, 2004). Writing ability is a learnt skill. It is different fromspoken language which can be acquired intuitively by most people. Written form19is in most cases deliberately taught and learned. According to Miftah (2015, p. 9),writing is considered as the most difficult and complicated language skill to belearned compared to other language skills likes listening, speaking and reading. Itrequires more effort to produce meaning through writing than to recognizemeaning through listening and reading.

Raimes as cited in Zaki (2015) The EFL writers need to learn from simple writing to complex writing. Gebhard (2000, p.223) states that Beginning EFL writers need to learn the basic conventions of writing. This

includes being able to identify and write down letters, words, and simple sentences, as well as learning spelling and punctuation conventions.

Furthermore, Gebhard explains that after students have gained some control over the convention of writing, they can focus more easily on communicating their ideas through writing (Gebhard,2000,p.225). They can do a variety of writing activities such as; short story; description of people, places, or objects, comparison, elaborate definitions, arguments, and so on. To accomplish this, EFL writing teachers are encouraged to have students work through a process of prewriting, drafting, revising, and editing.

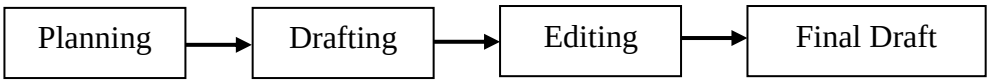
Dealing with the EFL writing class, Brown mentions five major categories of writing activity (Brown,2000,p.243). They are imitative, intensive (controlled), self-writing, display writing, and real writing. At the beginning level, the students write down English letters, words, and sentences in order to learn the basic convention of writing. In the imitative writing, the students reproduce in the written from something, which has been read or heard.

The other activity is controlled writing. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the students are asked to change the present tense to past tense.

Harmer (2004,p.5) states that the stages of writing include the following steps that are summarized into Figure 2.1 below :

Figure 2.1

The Stages of Writing



a) Planning

In the planning, there are some things should be considered by writers. The comprise the purpose, audience, and content structure (or the sequence of the facts, ideas, or arguments included) of their writing.

b) Drafting

The drafting phase refers to the writers' first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions.

c) Editing

The editing phase covers the activity of reflecting and revising of what writers have written. It may be done by the writers themselves who read or reflect their appropriateness of their writing, or this reflecting and editing phases may also be done by other readers who are sometimes called by editors to help give some suggestions, comments, and corrections of their writing.

d) Final version (draft)

The final version is the last product of the writing that have followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience (Harmer, 2004,p.5).

Harmer (2004, p.6) has drawn attention to the fact that stages of the writing aboce may be done repeatedly by the writers until they may find their final draft has been contened. In Planning Drafting Editing Final Draft in this case, the writers may re-plan, re-draft, re-edit recursively to arrive at the final version. Similarly, Brown and Hood asserts that although the stages of writing in theory covers respectively the activity of preparing to write, drafting, and revising, but in practice the processes frequently go flexibly as well as relate between one stage to other stages.

5. Features of Good Writing

Hairston (2000, p.5) argues that features of good writing into six characteristics as follows significant, clear, unified and well organized, economical, adequately develop, and grammatically acceptable. White (2000, p.7) indicates that a good writing is a product of a careful thinking and incorporates the following four pillars as follows:

a. The appeal to target audience which means that the writer has understood the audiences' or readers' needs well that make them interested to read the writing.
b. A coherent structure which means that the writing has expanded the idea through raising the general points and discussing them in detail.
c. An appropriate style which means the writing has a combination of word choices which are meaningful in conveying the intended ideas.

From the explanation above, then it may be synthesized that features of good writing at least cover the following criteria. First, it contains something

beneficial or knowledge that will to the readers' interests to read it. Second, it is developed with a good sequence that means the ideas flowing between the sentences or paragraphs make sense. Third, it is develop with a good sequence that means ideas flowing between the sentences or paragraphs make sense. Fourth, the ideas of the writing are conveyed clearly and straightly to the point. And the last it appropriatly written developed with the appropriate word choice or diction and it is grammatically.

6. Problems in Writing Classroom

Byme (2000,p.5) indicates that dealing with problems in writing, three main problems in writing, namely: psychological problem, linguistic problem, and cognitive problem. The psychological problem means that writing is a solitary activity, without the possibility of interaction or directly feedback from a reader. Therefore, when someone is assigned to write, sometimes he or she loses ideas.

The linguistic problem refers to the context of writing itself in which the writers need to express ideas carefully through sentence structures that have been linked together and sequenced, so that those sentences are easy to understand.

The cognitive problem means that writing is learned through a process of instruction. In this case, the writers need to master the written form of language and to learn certain structures, which are less used in speech in order to make the communication more effective. Besides, the writers need to learn how to organize ideas.

The usual things associated with writing are word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use),syntax (word order), mechanics (punctuation, spelling, and handwriting), andorganization of ideas into a coherence and cohesive form. However, writing alsoincludes a focus of audience and purpose (Gebhard, 2002, p. 221).Writing activity involves some components such as grammar, vocabulary, and mechanics as the prerequisite of the written language rule. In this case, sometimes students have problems in those components. Consequently, it is hard for them to follow the writing class. They are not interested in writing compositions. Here, they cannot manipulate the language well and they lack confidence. In the other hand the problems in teaching writing, Gebhard mentions that three problems faced by EFL teachers in teaching writing, namely: "the less-proficient writer" problem, the "I can't write English" problem, and the "the teacher response" problem. Each is discussed in details below.

In the "less-proficient writer" problem, some students use ineffective writing strategies, and the teacher is faced with showing these students how to write. To teach less-proficient writers, the writing teacher should help them to identify how they process writing different from proficient writers. Knowing the students' differences in learning writing is very important. It is because EFL less-proficient writers and EFL proficient writers have different composing behaviors as shown in Table 2.2 (Gebhard, 2000, p.235).

Table 2.2

The Composing Behaviours of EFL Writer

Proficient Writers	Less-Proficient Writers
1. Think about the task. Use a variety of prewriting strategies. 2. Have a sense of audience. Will consider audience while composing. 3. Once organized, get ideas onto paper quickly. 4. At drafting stage, pay attention to meaning over form. 5. Concerned with higher levels of meaning along with surface level. 6. Will revise at all levels (words, sentence, paragraph, and entire text). 7. Will revise by adding, deleting, and recording ideas. 8. Generate several drafts, each with some revision.	1. Start off confused, without using prewriting strategies. 2. Have vague or little awareness of audience. 3. Take much time to get ideas onto paper. 4. Work primarily at the sentence level, struggling with form. 5. Concerned with vocabulary choice and sentence structure. 6. Will revise primarily at the word and sentence level. Revise surface level items (spelling, grammar, punctuation, and so on). 7. Are bothered by confusion over revision. Tend to avoid adding, deleting, and recording ideas. 8. Revise primarily only the first draft.

So, based on the table we can conclude that the teacher needs to give full attention to them, to show them how to plan a piece of writing through prewriting activities, how to draft and revise, and how to read their writing as an editor. Exactly, the teacher may also create interesting and real writing challenges for them in writing activities.

7. Writing Assessment

According to Regina (2002) indicates that writing assessment can take many forms. Where product was considered, the writing process must also be

acknowledged in evaluation. In process assessment, teachers monitor the process students' use as they write. In product assessment, teachers evaluate students' finished compositions. In both types of assessment, the goal is to help students become better writers.

a. Process Assessment

According Tompkins (2014) indicates that teachers watch students as they engage in writing in order to determine strengths, abilities, and needs. Teachers observe in order to learn about students' ability and motivation in writing, the writing strategies that teacher use, and how students interact with classmates during writing. While observing, teachers may ask students questions such as: How is it going? What are you writing about? Where do you want this piece to go? This type of informal observation, although not graded as such, enables teachers to make informed instructional decisions and demonstrates to students that teachers are supportive of the writing process.

Self-Assessment, when students assess their own writing and writing processes, they develop a sense of responsibility. In self- assessment, students assess their own writing and decide which pieces will be shared or evaluated (Chrowhurst, 2014). As students work through the writing process, students may address the quality of the writing and the effectiveness of the message. They may also judge if they have met the requirements for the given assignment. Early in the course, teachers can introduce students to the concept of self-assessment by creating a hand-out with questions.

b. Product Assessment

Product assessment is often equated with a grade, yet this type of assessment attends only to the students' cognitive domain (Regina, 2002). This overriding obsession with correction, often narrowly focused on mechanics, actually undermines the more fundamental aspect of composing content and clarity. Intensively marked papers give too many details, overwhelming and demoralizing the students in addition to overloading the teacher. Writers have found that constructive, encouraging, and frequent feedback, as well as responses that emphasize content and process rather than just conventions, lead to improved competency and positive attitudes to writing. Praising what students do well improves their writing more than mere correction of what they do badly. Intensive correction actually does more damage than moderate correction. Focusing students' attention on one or two areas for concentration and improvement is more helpful.

When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully considered and crafted compositions. They have gone through several revisions. They often reflect a more thorough understanding of the assignment's nature. They require, therefore, a thoughtful response from teachers. Too often teachers revert to reacting and evaluating papers only in terms of mechanics.

Assessment of the process student’s use when writing is of great importance in assisting students to improve their writing; however, the finished composition or product is also important as an indication of writing achievement.

The following table shows the scoring rubrics of writing according to Jacob et al in Weigle (2001, p.116)

Table 2.3

Scoring Rubric

Aspects	Level	Score	Criteria
ONTENT	xcellent to Ve Good	30-27	substantive, through development of to ,effective and appropriate details of to or story
	Good to Average	26-22	adequate range, adequate development topic, sufficient details of topic or story
	Fair to Poor	21-17	little substance, inadequate development of topic and detail
	Very Poor	16-13	non-substantive, not pertinent, or not enough to evaluate
RGANIZ ATION	Excellent to Very Good	20-18	fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	17-14	somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing
	Fair to Poor	13-10	non–fluent, ideas confused or disconnected, lacks logical sequencing
	Very Poor	9-7	does not communicate, no organization, or not enough to evaluate
OCABUL ARY	Excellent to Very God	20-1	effective word/idiom choice and usage, word form mastery
	Good to Average	17-1	occassional errors of word/idiom form, choice, usage but meaning not obscured
	Fair to Poor	13-1	frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	Very Po	9-7	little knowledge of English vocabulary, idioms, word form, or

	or		not enough to evaluate.
ANGUAGE USE	Excellent to Very Good	25-2	effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to Average	21-16	effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	Fair to Poor	17-11	major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, meaning confused or obscured
	Very Poor	10-5	virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
ECHANICS	xcellent to Ve Good	5	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	ood to Avera	4	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very Poor	2	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic. Hence the maximum score is 30, while the minimum score is 2. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

Formula :

Score = C + O + V + L + M

Ideal Means: very good, good, fair, poor, very poor. The table is presented as follows.

Table 2.4 The Conversion Score

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
25 – 49	Very Poor

C. Descriptive Text

1. Definition of Descriptive Text

The descriptiveessay is a way of picturing images verbally in speech or writing and ofarranging the images in some kind of logical or associational pattern. Adescriptive essay tells what something looks like, what it feels like, smells like,sounds like or taste like(Kirszner, 2000, p. 75). Here, the descriptionevokes images and impressions;Itcan be allow the readers to experiencesomething new. It can renew the readers' appreciation of the familiar, or it canlead the readers to perceive the familiar from a fresh

perspective. Thedescription creates vividness, adds specific detail, provides vitality, and createscontext. The writer's goal is to open up to the readers by sharing reactions(Clouse, 2008, p. 127).

According to Oshima and Hogue (2007, p.61) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. She also said that a good description is a word picture; the reader can imagine the object, place, or person in their mind.

The generic structures of descriptive text are as follows:

a. Identification: an introduction to the subject of the description;
b. Description of features: describe the characteristic features of the subject.

While the language features of a descriptive text are follows:

a. Use of particular nouns;
b. Use of detailed noun groups to provide information about the subject;
c. Use of a variety of types of adjectives;
d. Use of relating verbs to provide information about the subject;
e. Use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings;
f. Use of action verbs to describe the subject’s behaviour;
g. Use of adverbials to provide more information about this behaviour;
h. Use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

2. Guides in Writing Descriptive Text

There are some guides which should be known before writing descriptive text. According to John J. De Bour cited in Nawawi (2011) there are six guides for writing description. As follows:

a. Observe carefully and record your sense impressions.

b. Select significant details that convey a dominant impression of the subject.

c. Organize your description according to unifying principle; for example, the order of space for descriptions of places.

d. Choose either stationary or a moving vantage point from which to describe a scene.

e. Use concrete, vivid language. Use figure of speech and connotative language.

f. In characterizing people;

Give details of appearance and of action.

Use a person's own words where they serve to reveal character.

Describe feelings and attitudes.

D. Writing Learning Motivation

1. Definition of Learning Motivation

There are many experts who have given the definition of learning motivation. According Gardner (2001, p. 27) explains the motivation to learn is an internal and external impulse that causes a person (people) to act or do reach the destination, so that changes in her behaviour is expected to occur.

Gurnyei and Zoltan (2000, p.545) argues that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behaviour. Students' motivation in the learning process can be seen from their behaviour in learning, students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

Based on explanation above Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behaviour as a result of experience and to get knowledge. Motivation has also a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related (Burhan 2000, p.564).

2. Motivation in Learning Process

According to Aryanika (2016: p.724) states that prefer the cognitive response, ie the tendency of students to achieve meaningful and useful academic activities as well as trying to profit from these activities. Students who are motivated to learn will pay attention to lessons delivered, read the material so that they can understand, and use supportive, specific learning

strategies. Students who have the motivation to learn will depend on whether the activity has interesting content or a fun process.

Based on explanation above Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioural terms as a function of stimuli and reinforcement (Brophy, 2004, p.545) Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action and motivation is very important and effective with the motivation of students will improve the learning performance and affect the achievements they get (Brophy, 2004, p.454).

3. The Kind of Motivation

According to Elliott (2005, p.54) there are two kinds of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from within (personal) and it is associated with the joy or passion of learners in getting and doing the task. Meanwhile, the extrinsic motivation is something to do with external factors associated with the task. It is like an assessment. The extrinsic motivation can be related to the instructional strategies, learning conditions, educational technologies and other elements in activity systems. Motivation can be a requirement of learner engagement. It can be a feeling of satisfaction or success the students get after doing the whole learning process. So, it can be said that students' motivation and students' engagement are closely related each other so both of them can give great impact to the students' learning outcomes (Bakar, 2014, p.272).

Arikunto (2006,p.170) states that questionnaire is a list of questions given to others who are willing to respond in accordance with user requests. Questionnaires were conducted to find out the responses of students relating to how to write text descriptive after showed the video of whiteboard animation.

E. Media

1. Definition of Media

Media is a tool using by someone that help her/him easy to describing something for other people. Media as teaching aids are needed to help the students' understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students' motivation and students' ability to the lesson.

Sadiman (1996) stated in Sulastri (2011) that "Media are everything that used to transfer message from the senders to the receivers in order to stimulate the student's thought, feeling, attention and interest, in such away, so that the process of learning happen."

2. Definition of Teaching Media

One of the main functions of the teaching media is the teaching aid that will influence the climate, the condition and the environment of learning

organized and created by the teacher (Arsyad, 2000) stated in (Sulastri, 2011). We using it must suitable with the place, situation, and condition at the time. In order to, we should be chosen what media will be use.

Most of the English language teachers feel that they are not able to use media in the class even though they want to do it due to lack of infrastructure and other related problems. Though most teachers consider media to be a very useful tool they are not supportive of the idea of using them in the classroom, the reason cited by them is that the media is not a part of the curriculum. Moreover, the students are more interested in preparing and passing the examinations and they consider that a teacher's duty is to complete the syllabus; as such, the scope to use media has become rather limited.

In fact, media can act as a facilitator in the teaching–learning process. It has immense potential as an instructional tool. It has been observed over the years that classroom teaching has become monotonous because of the traditional lecture method where in the teacher is the center of the learning process. A teacher has to understand that the 21st century students 'have a limited concentration span and therefore, it is necessary to bring in colorful and interesting material into the classroom to involve each and every student in the process of language acquisition (Rao, 2014).

3. Explainer Video Media

Digital era makes videos have been growing steadily. Indicators for this are the strong growth of e-learning applications, such as online courses as well as an increase of the overall use of videos for example video integration

in online journals or most popular today is on YouTube. According Kramer (2017, p.264), explainer videos as a means of explaining complex facts have not yet been intensively studied, but in practice they are gaining in importance, whether it is to explain products or services to potential customers, to provide consumers with information via video or as an element within an online course.

Styles and Peter in their books with title 'The ultimate guide to explainer video' said that explainer video is a short, but highly engaging, and informative video designed with the purpose of explaining a company's product or service. Because it is light and entertaining, it captures and retains viewers' attention while delivering a message, or solving a problem, making it one of the most effective tools available.

Among the instruments of e-learning, online courses are regarded as a subsector with a particularly strong growth (Zhang & Nunamaker, 2003). The vision of the democratization of knowledge might come true soon. According to Fozdar (2015), ODL (Open and Distance Learning) can be the solution for overcoming the gap between those who have access to an education with science and technology and those who do not. Studies suggest that learning success can be improved if teachers use a mixture of media**.**

To create powerful and effective explainer videos, we need to know enough about them to able the purpose of the video with our aims goal. There is most reason why we must choose explainer video to be a teaching learning media, some of them are; friendly introduction, viral videos, improve search

engine optimization (SEO), increased click-through rate, glue their eyes to the screen, the perfect tool, elevator pitch, grab their attention with style, a visual nation, and so on (Styles and Peter). An explainer video makes the product or service much more comprehensible, drawing potential to the website. Based on the explanation above, explainer video avoids the monotone situation, dynamic, lively, interesting, entertaining, and mind blowing. Here are the basics characteristics of 5 most commonly used styles to help us choose the right one for our explainer video:

a. 2D Animation

The 2D animation style is what people usually think when they hear 'explainer video'. It catches attention quickly and gives the most control over video because it offers countless options and flexibility.

b. Info Graphic

The info graphic style is convenient when we have to present myriad data. It relies heavily on, we have guess it, information. It is packed with data, facts, numbers, charts, and other kinds of statistics.

c. Motion Graphic

This style is basically graphic design in motion. It uses graphic elements such as shapes, colors, and patterns to convey a message through elegant movement. Motion graphic animation is straightforward, clear, and effective. Even though not quite as creative as 2D, typography or whiteboard animation, it delivers information in an educational but in engaging manner.

d. Typography

Movable type, also known as kinetic typography, is a popular tool. It uses words on screen moving in different ways to keep the attention of the viewer. It can be used when your content needs emphasis added, and it can be used for just about anything. From an article, blog post, an ad, or even as a sales letter. There are probably many reasons for its popularity, but an obvious one is that when people see a word, they want to read it.

e. Whiteboard

Whiteboard animation is highly engaging and sparks curiosity in viewer. It communicates information in a clear and effective way. There is a hand shown holding a marker which appears to be making the drawings on a whiteboard right in front of the viewers' eyes. We can put the picture, written, shape, and sound. Kinetic typography animation is somewhat similar to whiteboard animations.

In this paper, the researcher focuses on whiteboard animation as an explainer video style. Because, it is including text written, fun picture, vary of animation, and also the illustrator can put their voice into the videos. It is simple for the teacher and the students in English teaching learning. The video duration conducted between 3 to 5 minutes. So the students keep focus and understand with the topic in the video.

F. Whiteboard Animation

1. Definition of Whiteboard Animation

According to Air et al (2015, p.20) Sparkol, a UK company, created videoscribe – ‘easy to use’ software that empowers you to create your own whiteboard animation. Launched in 2012, it produces attractive videos very quickly and opens up video scribing to those who can not afford professional services. Video scribing, also known as whiteboard animation, is an engaging new form of storytelling which replicates a 'stop-motion capture style'. The other name of whiteboard animation video are ‘video scribing’, ‘telescribing’, ‘illustrated story’, ‘fast draw’ or ‘explainer video’. But people easy to call it with whiteboard animation.

Whiteboard animation software gives users the tools to create videos in which the hand of the “artist” or video creator appears to quickly draw or paint images on a digital canvas and write words which tell a story related to the image. The images may be either hand drawn by the artist/storyteller, selected from an online library of image, or uploaded from the user’s computer. The video was created using a large whiteboard, dry-erase markers, a video camera, and video editing software. The other primary motivation to create the intervention video came from RSA-Animate video-scribed animations. In 2007, whiteboard animation just a man, a pen, and a whiteboard. In a series called RSA Animated, where inspirational talks were made into scribes videos and went viral. And on tech blog Mashable, to celebrate Facebooks’ tenth birthday (Air et.al, 2015, p.12).

Video scribing has been described as “the real-time capture, processing and literation of information in visual form. This could be presented in words,

cartoons, pictures, diagrams, flows and hierarchies" (Beer, 2012). According to Air et.al (2015, p.11) whiteboard animation is like cartoons - scribe videos tell a story, unlike cartoons – they are not animated in the traditional sense and don't need to be silly or end in a punchline. Scribe video have been used to lobby governments, and bygovernment to explain policies. They have been made to pitch bussiness ideas, win contracts, teach lessons, campaign for change and wonderfully! Even propose mariage (Air et.al, 2015, p.20).

One company indicated that the video scribed animations were the most viewed of any of their videos, and that the feedback received throughcomments and emails was positive. Whiteboard animation is a unique way to create engaging animated videos quickly and easily. You are empowered to bring impact to your message without technical or design knowledge. (Tirtamedia, 2017) VideoScribe or whiteboard animation is a user-friendly software tool for creating hand-drawn, animated videos. Pictures and text are drawn out in sequence on a virtual whiteboard for a uniquely engaging visual effect. A host of other features make it favoured by businesses, educators and millions of other.

Some people call it video scribing. Others like to say whiteboard animation or fast drawing. Either way, its effect is magic. Video scribing starts with a blank whiteboard – and lets you tell your story with bold images and absorbing voiceover. It's a highly effective style that has revolutionized communication for companies and individuals across the world. But what makes a great scribe? And why is video scribing so powerful? Drawing on

expert knowledge, detailed research and a collective wealth of experience, this book provides a unique introduction to the history of scribing and what makes a great scribe video – one that will engage a viral audience and bring your message to life.

Also called scribes or scribe videos, whiteboard animations show images drawn onto a white background before your very eyes. They unfold in sync with a voiceover to communicate your ideas in a clear, linear narrative. Like cartoons, scribe videos tell a story. Unlike cartoons, they are not animated in the traditional sense and don't need to be silly or end in a punch line (Air et al, 2015).Animated whiteboard videos are effective for both slow and fast learners alike. Those who absorb information quickly are not held back by those who prefer a slower pace. At the same time those who may struggle with a rapid delivery of information can access the video anytime and watch it as many times as they like. The result is that whole spectrum of learners are more engaged and more likely to remember the key messages.(Callahan, 2017) in her Urantia Book said that whiteboard animation is particularly effective at holding the viewer's attention. Its basic technique of using a hand to dynamically draw and write on the screen as a means of imparting content on the screen is exciting to the viewer and results in high levels of retention.

2. The Characteristics of Whiteboard Animation

Characterizing elements of whiteboard animation are script, reduced length, focus, storytelling and multisensory or visual. According to Tu (2015) cited by Kramer and Bohrs (2016) identifies six different web video types

that have emerged in the industry. Explainer videos or video-scribe animation are one of the Internet video flavours, which are typically used to explain difficult topics such complex processes, trainings, guidelines, etc. In the following some key characteristics of video-scribe animation are described:

a. **Script:** A well-written script is essential for a successful explainer video. It is important to know the main message that needs to be conveyed to the audience and to have a clear structure of the script.

b. **Reduced length:** The videos need to be short. Bond (2008) describes this fact based on his research (a project including more than 1,000 participants). He learned that "short videos of 1 to 4 minutes are ideal" and points out that "short 3 or 4 minute YouTube videos help an instructor to make a key point without having to sacrifice a significant amount of time. The learning payoff is immense as the learner can recall the information through both, verbal and visual channels".

c. **Focus:** In order to keep a video short and to explain to core message to the target group, it is necessary to keep the content as simple as possible. In the first step, it is important to focus on the "why" rather than on "what" or the "how". This way, a causal framework for the explanation is built before the need to go into any detail. By using a simple, approachable language and by concentrating on what the audience already knows about the subject or situation the explanation can be built by using cause and effect.

d. **Storytelling:** It is a fundamental and extremely powerful element to explainer videos. It is the most effective way to engage and persuade an audience as people's brains become activated when a good story is being told.

e. **Visuals:** Good visuals have an immense effect on the audience and can captivate their imagination. By using metaphoric imagery the main points of an explanation can be contextualized making the core message easier to understand and stick with the audience.

3. The Procedure of Teaching Descriptive Text Using Whiteboard Animation

In teaching-learning process, the teacher should be able to make a good situation for easy learning in classroom (Sulastri, 2011). In this study, the procedures of teaching narrative text using whiteboard animation are follows:

1. First, introduction step. Students of experimental group already in English class at tenth grade. Students watch the whiteboard animation video appropriate the topic in their syllabus related descriptive text. Each English schedule students watch once whiteboard animation video. The aim of this step is for open brainstorm before write their story in descriptive text.
2. Second, in drafting step. Students main focus is on generating ideas through using brainstorming and gathering information, that is putting ideas on the paper. Therefore, mechanics and surface structure such as spelling, punctuation, and sentence structure should not be a concern.

3. Third, in reviewing step. Students continue their paragraphs. Students require to go through the content of their writing, looking for improvement. Based on the instructionsthey receive from the instructor before starting writing. Thay have to clarify, add, delete, the whole draft in order to fit the intend purpose. Students share the story paragraph together their peer corrections.
4. Fourth, in editing step. Students to purify their final draft by examining the mechanics of writing such as spelling, punctuation, writing format, grammatical rules.
5. Finally, in collecting step. Students collect their written to the teacher or researcher.

The declared video outcome categories are divided into two styles; the outcomes that can be described in terms of specific learning objectives and the outcomes achievable with video usage that address (Winslett, 2014).

4. The Advantages of Whiteboard Animation in English Teaching Learning

a. 'Absolutely massive' increase in memory

Whiteboard animation shows the pictures, written, and audio in process of sharing information. The view of video is very simple and fun. It makes the viewer's easier to understanding and memorizing the topic in the video what talking about (Air et.al, 2015).

b. Whiteboard animation gain and hold attention

People are more active in the process than theory. If you haven't got people's attention, you're not going to get the information in. I think what the

animations do is hold that attention. They hold it in an incredibly engaging way (Air et.al,2015). Getting and holding attention, putting people in a good mood and triggering pleasure chemicals through surprise all of these help account for the incredible performance boost that people get from watching scribes.

c. People learn better when something is fun

People do anything better when in a good mood creativity, productivity, and learning. Whiteboard animation is makes me fun learning, and it puts us in a good mood. Suddenly, it's not so much work. It not only makes them have a better time, more importantly it means the information is just going in (Air et.al, 2015).

Meanwhile, the experimental group participants received instruction integrating the use of whiteboard animation as a media in conducting and implementing each step of the descriptive writing. According to Ghada (2016, 7) states that the addressed Technology (ISTE) Standards for Students were as follows:

Table 2.4

Technology (ISTE) Standards for Students

No.	Cathegories
(1)	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
(2)	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
(3)	Students apply digital tools to gather, evaluate, and use

	information.
(4)	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions.

According to Hani (2014, p. 74) indicates that the treatment conditions (control vs. experimental) were used as an independent variable given that these conditions represent the regular Sophomore Rhetoric instruction and the integration of the whiteboard animation video or SparkolVideoScribe application in Rhetoric instruction.

G. Analysis of Variance (ANOVA) Test

Simple or one-way analysis of variance (ANOVA) is a statistical procedure used to analysethe data from a study with more than two groups. The null hypothesis is that there is nodifference among the group means. It is called one-way ANOVA because there is only oneindependent variable and one dependent variable. In analysis of variance, as in the t test, a ratio comparing observed differences to the error term is used to test hypotheses about differences among groups. This ratio, called the F ratio, employs the variance ($\sigma 2$) of group means as ameasure of observed differences among groups. The F ratio is named for R. A. Fisher, the ear statistician who developed it. Because ANOVA can be used with more than two groups, it is a more versatile technique than the t test. A t test can be used only to test a difference between twomeans (Ary, et.al., 2010, p.178-180).

ANOVA can test the difference between two or more means. The general rationale ofANOVA is that the total variance of all subjects in an experiment can be subdivided into twosources: variance between groups and variance within groups. Variance between groups isincorporated into the numerator in the F ratio.

Variance within groups is incorporated into theerror term or denominator, as it is in the t test. As variance between groups increases, the F ratioincreases. As variance within groups increases, the F ratio decreases. The number of subjectsinfluences the F ratio: The larger the number, the larger the numerator becomes. When thenumerator and denominator are equal, the differences between group means are no greater thanwould be expected by chance alone. If the numerator is greater than the denominator, youconsult the table of F values to determine whether the ratio is great enough to let you reject thenull hypothesis at the predetermined level. Computing the F Ratio (simple analysis of variance)Suppose you have the three experimental conditions of high stress, moderate stress, and nostress, and you wish to compare the performance on a simple problem-solving task of threegroups of individuals, randomly assigned to these three conditions.

One can compute the F ratio by following the required steps. The first step is to find thesum of the squared deviation of each of the individual scores from the grand mean. This index is called the "total sum of squares" and reflects all treatment effects plus sampling error (Ary, et.al., 2010, p.180).It isexpressby the following formula:

$$SSt = \sum_t^2 - (\frac{(\sum_t)2}{N})$$

Where

*SS*t = sum of squares total

Σ*X*2 = each score squared, then summed

$(\Sigma X\text{t})^2$= all the scores summed first, then this sum squared

N = number of scores

Next, find the part of the total sum of squares that is due to the deviations of the groupmeans from the grand mean. This index is called the "sum of the squares between groups." (Tobe grammatically correct, we should say "the sum of squares *among* groups" when more thantwo groups are involved. However, it is a long-standing tradition to use the term "sum of squaresbetween groups," and to be consistent with other texts we are retaining this usage here.) Thisindex is found by applying the formula:

$$SSb = \sum_{b}^{2} = \left(\frac{(\Sigma_t)2}{N}\right)1 + \left(\frac{(\Sigma_t)2}{N}\right)2 - \left(\frac{(\Sigma_t)2}{N}\right)$$

Then, find the part of the total sum of squares that is caused by the deviations of eachindividual score from its own group mean. This index, called the "sum of the squares withingroups," is found by applying the raw score formula for the sum of squared deviations to eachgroup and then summing across groups (*SS*w = *SS*1 + *SS*2 + . . .) (Ary, et.al., 2010, p.180).

CHAPTER III

RESEARCH METHOD

This chapter deals with research design,population and sample, research instruments, data collection and data analysis.

A. Research Design

The research design was quasi-experimental research design. Quasi-experimental design by definition lacks random assigment.The writer used One Way ANOVA to calculate the data. This design was used to know about the effect of using whiteboard animation toward writing ability and students' motivation at tenth grade in SMK Al-Ishlah Palangka Raya.

B. Population and Sample

1. Population

According to Ary, et al (2010, p.148) indicates that population is all members of any well-defined class of people, events, or objects. Population is all of individuals from whom the data collect. In this study the population were students at tenth grade in SMK Al-Ishlah Palangka Raya. In the A class or TKJ class, there had 25 students. And in the B class or TBSM class, there had 15 students.

Table 3.1
Number of students in SMK Al-Ishlah Palangka Raya

No	Class	Number
1	X TKJ	25
2	X TBSM	15
3	X TKRO	13

2. Sample

The type of the sample will use the cluster sampling.The researcher was choose by randomly system, by the A class as an experiment class and the B class as a control class. The researcher chooses those classes because they had same level of the subject by randomly system.

Table 3.2
The sample of the study

	Classes	Groups	Number of students
	X-TKJ	Experiment group	25
	X-TBSM	Control group	15
The total number of sample			40

C. Research Instrument

1. Research Instrument

a) Test

In this study, the researcher used written test using descriptive paragraph writing to check the students' writing ability. The researcher gave the pre-test and post-test. The researcher gave the pre-test without giving treatment before. Post-test gave after the experiment group got the treatment. The major of the data in this study were the data of the students' score taken from pre-test and post-test.

Table 3.3
Item Spesification of Writing Test

	Step	Specification
1.	Pre-Writing	ainstorming, you have already completed this step to write a descriptive paragraph.
2.	anning	velop an outline, including a topic sentence.
3.	Writing	Write a rough draft.

4.	Revising	lit your rough draft for content and organization.
5.	Rewriting	Write a second draft, and proofread it for grammar and mechanics.

b) Questionnaire

A questionnaire is a data collection instrument consists of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire was invented by Sir Francis Galton (2012).

In this research the researcher took a theory by Fusco (2015) to make the coding of the data. Latief (2014) summarize that questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents.

Theforms for questionnaires include check list and rating scales. Designing questionnaire that are valid, reliable, unambiguous is an important issues. In this study, the researcher used Likert-scale questionnaire form, with closed the answer to the question posed already provides. The alternative answer used consisted 5 alternative answers that strongly agree, agree, neutral, disagree, and strongly disagree.

Table3.4

Scores for Each Item on a Likert-Scale

Answer	Positive Questio Score	egative Questio Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

The researcher used Indonesian version in every question to make students easier answer. These questions were all 5-point Likert-scales. Questionnaire consist 5 questions which cover 5 learning strategies: memory, cognitive, affective, metacognitive, and strategies.The items specification of questionnaire shows below:

Table 3.5

Item Specification of Questionnaire

NO.	**Intrinsic**	**No. Item**
1.	eference for challenge	1-4
2.	uriosity/interest	5-11
3.	dependent mastery	12-15
4.	dependent judgement	16-17
5.	ternal criteria for success	18-22
	trinsic	**No.Item**
6.	eference for easy work	23-27
7.	easing a teacher/getting grades	28-29
8.	pendence on teacher in figuring out problems	30
9.	liance on teacher's judgment about what to do	31
10.	xternal criteria for success	32-38

The table is shown, it comes out clearly that the greater individuals value attach to the accomplishment of an activity, the more highly motivated they were to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Aryanika, 2016, p.567)**.**

Table 3.6
Interpretation of Learning Motivation

N	Category	Predicate
1	80.00% - 100%	Strongly Agree
2	60.00% - 79.99%	Agree
3	40.00% - 59.99%	Unsure
4	20.00% - 39.99%	Disagree
5	0% - 19.99%	Strongly Disagree

The instruments ask respondents to see the responds of students' motivation by teaching using whiteboard animation in writing skill. The questionnaire was constructed in the form of the five Likert-type scales (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) which consists of 38 questions adapted from Academic Writing Motivation Questionnaire (Awmq). Gadner, University of Georgia.

2. Instrument Validity

Sugiyono (2004, p.267) has expressed a similar view validity instrument it means the instrumen that used to get the data (measure) is valid. Valid it means the instrument can be used to measure what were we want to measure. Based on Sugiyono, the result of the study is called valid if there was a similarities between the data that have collected by the tests and the true data that happened on the object of the study.

Spolky (2003, p.87) states that validity is the central problem in foreign language testing. Validity is concerned with whether a test measures what it is intended to measure. A test f writing ability in a classroom setting is usually

an achievement test. Sook (2014, p.87) point out an achievement test should have content and face validities.

The instrument validities of the study are face validity, content validity and construct validity. A good test should posses' validity, that is it should measure what it is intended to measure and nothing else. Ary (2010, p.196) discovered that validity is the extent to which a measure actually taps the underlying concept that it purpose to measure. In this study, the validity is classified into face, content and construct.

a. Face Validity

According to Ary et al (2010, p. 196) state that this is a subjective judgment on the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer.

According to Hughes (1989, p.22) indicates that a test is said to have content validity if its content constitutes a representative sample. It refers to the extent to which the instrument represents the content of interest. In the other words, it is concerned with the questions how well does the content of the instrument represent the entire universe of content which might be measured. Specifically, in this study, the test must be make-up of items testing knowledge. The test items in this research to measure the effect of whiteboard animation towards students' writing ability and students' learning motivation at tenth grade of Multimedia class in SMK Al-Ishlah Palangka Raya.

b. Content Validity

Ary (2010, p.214) has drawn attention to the fact that content validity is essentially and necessity based on the judgment, and such judgment must be made separately for each situation. The question of an instrument's validity is always specific to the particular situation and to the particular prupose for which it is being used. A test that has validity in one situation may not be valid in a different situation.

c. Construct Validity

Ary (2010) states that construct validity (measurement) is the extent to which a test or other instrument what the writer claims it does, the degree to which evidence and theory support the interpretations of test score entailed by the proposed use the test.

3. Instrument Reliability

Ary (2010, p.236) claims that the reliability of a measuring instrumentis the degree of consistency with which it measures what ever it measuring. This quality is essential in some kind of measurement. It will be used to prove that the instrument approximately believe as tool of collecting the data because it is regard well. The reliable instrument is the constant.

Reliability correlate with the instrument can give the same result to the object that is measure repeatdly in the same time. Heaton as cites in Ridwan states that "Reliability is necessary characteristic of any good test : for it to be valid data all, a test must first be reliable as a measuring instrument. If the test is administrated to the same candidates on different occasion (with no

language practice work taking place these accasion) then, to the extent that is procedures differing result, it not reliable".

Inter-raters reliability is a measure of reliability used to assess the degree to which different judge or raters agree in their assessment decisions. Interpreter reliability is useful because human observes will not necessarily interpret answers the same way, rather may disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assess.

D. Data Collection Procedure

In this study the researcher used some processes to collect the data.

1. First, the researcher observed the class A and B (tenth grade in SMK al-Ishlah Palangka Raya). In this case, theresearcher used SPSS 18 to count the validity and reliability of the questionnaire instrument.
2. Second, the researcher divided the students (sample) into two group.
3. Third, the researcher gave a pre-test to both groups (experimental and control).
4. Fourth, the researcher was check the result of pre-test of experimental and control group.
5. Five, after the pre-test given, the researcher taught the students in experimental group and control group about writing by used different technique. Experimental group taught using whiteboard animation and control group taught using technique commonly used by previous teachers or traditional whiteboard. The treatment have been done by 4 meetings.

6. Six, after doing the treatments, the researcher gave the post-test to both groups.
7. Seven, the researcher gave scores to students' writing scores fluency by using scoring rubric. In this case, the researcher applied One Way Anova for analysis samples to examine the significant difference score between experimental and control group.
8. Finally the researcher compared the students' scores in the pre-test and post-test. It is done to know whether the students' scores in the pre-test and post-test. It is done to know whether the students' scores in experimental than students' scores in control group.

E. Data Analysis Procedure

The process of analysing data, the researcherused statistic calculating by One Way Anova. In this study, the last step in the procedure of experiment is processing the data. The first step is to know the result of both the experiment class and controlled class and also their difference. Gave some explanation on the purpose of the study and the way to carry out, the students devided into two class.

The researcher fulfilled the requirements of ANOVA test. There were normality test, homogenity test, and hypothesis test.

a. Normality Test

Normality test used to know the normality of the data both control and experiment group. The writer apply SPSS 18 program using Kolmogorov Sminov with level of significance 5%. Calculatingresult of asymptotic significance is

lower than α (5%). Its means the data was not normal distribution (Ary. Et.al.,2010,p.555).

b. Homogenity Test

Ary, et.al., (2010, p.342) states that homogenity is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. To calculate homogenity testing, the researcherapplied SPSS 18 program used Kruskal Wallis's testing with level of significance α (5%).If calculation result lower than 5% degree of significance so Ha is accepted, it means both groups have same variant and homogeneous.

c. Testing hypothesis

The researcher applied One Way ANOVA statistical to test the hypothesis with the level of significance 5%.

In order to analyze the data collected, the researcher does some procedures. As follows:

1. Collected the data of students' writing score pre and post test item result.
2. Arranged the distrbusy frequency of score table.
3. The researcher calculated Mean.

$$Mx = \frac{\Sigma X}{2a}$$

Where:

Mx = Mean value

Σ*fx* = Sum of each midpoint times by it frequency

N = Number of case

4. The researcher calculated median.

$$\text{Mdn} = \ell + \frac{\frac{1}{2}\text{N} - \text{fkb}}{fi} X\ i$$

Where:

Mdn =Median

ℓ = Lower limit (lower limit from score that contain Median)

fkb = Cumulative frequency that reside below the score that contain Median

ft = Genuine frequency

N = Number of case

u = Upper limit (upper limit from score that contain Median)

fkb = Cumulative frequency that reside above the score that contain Median

5. The researcher calculated modus.

$$\text{Mo} = \ell + \left(\frac{\text{fa}}{\text{fa} + \text{fb}}\right) \text{X i}$$

Where:

Mo = Modus

ℓ = Lower limit (lower limit from interval that contain Modus)

fa = Frequency that reside above interval that contain Modus

fb = Frequency that reside below interval that contain Modus

u = Upper limit (upper limit from interval that contain Median)

I = Interval class

6. The researcher calculated the standard deviation and standard error of students' score.

$$SD = \frac{\sqrt{\Sigma fx^2}}{N} - \frac{\sqrt{\Sigma (fx)^2}}{N}$$

Where:

SD = Standard Deviation

$\Sigma fx2$ = Sum of the multiplication result between each score frequency with the squared deviation score.

N = Number of cases

7. Gave the score to students' writing by using classify students.
8. Measured the normality and homogenity.
9. The researcher calculated the data by using one way ANOVA to test the hypothesis of thestudy.
10. The researcher used the level of significance at 5%. If the result of test is higher than t table, it means Ha is acceted but if the result of test is lower than t table, it means Ho is accepted.
11. Analyzed the data by using one way ANOVA analysis of variance to answer the problem of the study. In addition, the SPSS propram was applied.
12. Interpreted the result of data analyzing.
13. The researcher made discussion to clarify the research finding.
14. The researcher gave conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research. The data were obtain from the students' pre-test and post-test score in writing descriptive text with treatment by whiteboard animation video and without whiteboard animation video.

A. Data Presentation

1. Test

a. The Result of Pre-Test and Post-Test in Experimental Group and Control Group

In this section, it would be described the obtained data of improvement the students' writing scores after and before taught by using whiteboard animation media. The presented data consisted of Mean, Median, Modus, Standard Deviation, Standard Error, and the Figure.

a) Distribution of Pre Test Scores in Experimental Group

Table 4.1
Pre Test Score by the First Rater and Second Rater Experimental Class

Co	Rat	Conte	Organi zation	Vocab- ulary	Langua Us	Mecha	To
E1	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E2	1	20	16	14	15	3	6
	2	22	17	17	17	3	7
E3	1	21	17	17	16	3	7
	2	17	10	10	11	2	5
E4	1	20	16	14	15	3	6
	2	22	17	17	17	3	7
E5	1	25	17	17	16	3	7

	2	24	18	18	20	4	8
E	1	16	9	9	10	2	5
	2	22	17	17	17	3	7
E	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E	1	14	12	10	10	2	4
	2	16	9	9	10	2	4
E	1	18	16	13	15	2	6
	2	20	12	14	14	2	6
E1	1	18	16	13	15	2	6
	2	20	12	14	14	2	6
E1	1	22	18	17	16	3	7
	2	22	17	17	17	3	7
E1	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E1	1	14	12	10	10	2	4
	2	16	9	9	10	2	4
E1	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E1	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E1	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E1	1	14	12	10	10	2	4
	2	16	9	9	10	2	4
E1	1	16	13	11	12	2	5
	2	16	9	9	10	2	4
E1	1	14	12	10	10	2	4
	2	16	9	9	10	2	4
E2	1	18	16	13	15	2	6
	2	17	10	10	11	2	5
E2	1	18	16	13	15	2	6
	2	17	10	10	11	2	5
E2	1	22	18	17	16	3	7
	2	22	17	17	17	3	7
E2	1	20	17	17	16	2	7
	2	17	10	10	13	2	5
E2	1	25	17	17	16	3	7
	2	24	18	18	20	4	8
E2	1	20	16	14	15	3	6
	2	22	17	17	17	3	7

The table above is combination each components of pre-test score by first rater (R1) and second rater (R2). And the next table, the researcher combines the score become the final score.

Table 4.2
The Combination of Pre-test Score Experimental Class

Code	Scored By		Final Sco
	R1	R2	
E1	54	46	
E2	68	76	
E3	74	50	
E4	68	76	
E5	78	84	
E6	50	76	
E7	54	46	
E8	48	46	
E9	64	62	
E10	64	62	
E11	76	76	
E12	54	46	
E13	48	46	
E14	54	46	
E15	54	46	
E16	54	46	
E17	48	46	
E18	54	46	
E19	48	46	
E20	64	50	
E21	64	50	
E22	76	76	
E23	72	52	
E24	78	84	
E25	68	76	
Sum (∑	**15**	**14**	**14**
Averag	**61**	**58**	**5**
Lowest			
Highes			

Based on the data from combination pre-test score of first ratter (R1) and second ratter (R2), it shows the highest score is 81, the lowest score is 47 and average is 59,76. After that, the researcher used table Frequency Distribution of the Pre-test Score.

Table 4.3
Frequency Distribution of the Pre-test Score Experimental Class

	Score	Frequency	FX
	(x)	(f)	
1	47	4	188
2	50	7	350
3	57	2	114
4	62	2	124
5	63	3	189
6	72	3	216
7	76	2	152
8	81	2	162
Total		**∑F 25**	**∑Fx1.495**

The table explains about the distribution of students' pre-test score that shows the frequency in each scores with the total frequency is 25 seem like the total number of students.Next, the data can also be seen in the following figure.

Figure 4.1
The Frequency Distribution of Pre-Test Score of Experimental Group

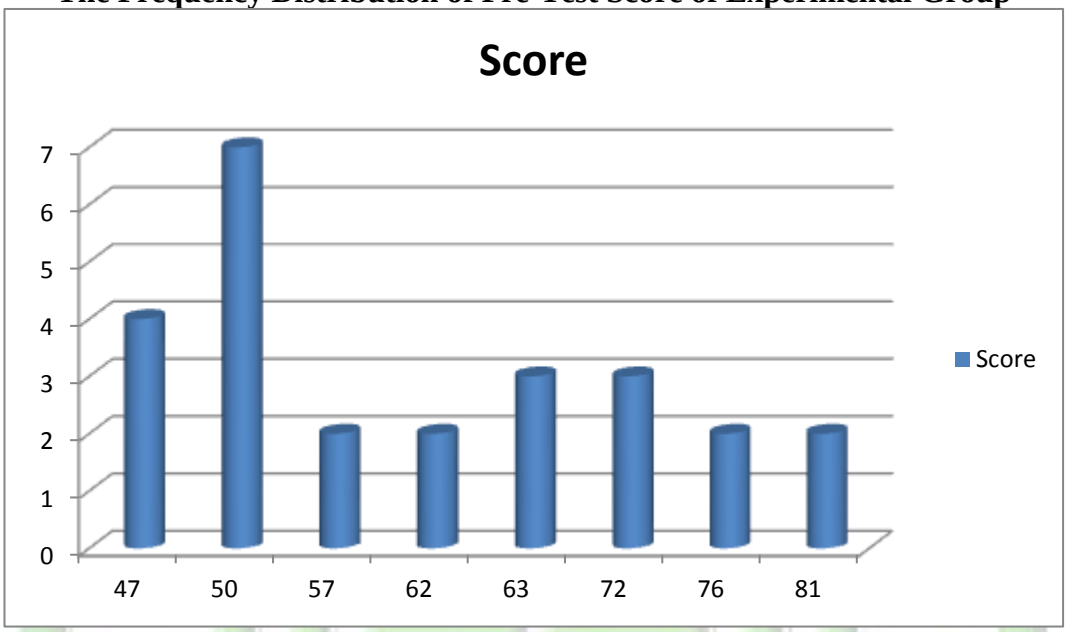


Table 4.4
The Table for Calculating Mean, Standard Deviation and Standards Error of Pre-Test Scores of Experimental Group

Statistics
Data pre-test Experiment Class

N	Valid	25
	Missing	0
Mean		59.80
Std. Error of Mean		2.329
Median		57.00
Mode		50
Std. Deviation		11.644
Variance		135.583
Range		34
Minimum		47
Maximum		81
Sum		1495

The calculation above showed of mean is 59.80. The result of calculation showed the standard deviation of pre-test scores of experimental group is 11.644 and the standard error 2.329.

b) Distribution of Pre-Test Scores in Control Group

Table 4.5
Pre-Test Score by the First Ratter and Second Ratter Control Class

Co	Ratt	Conte	Organi zation	Vocab- bulary	Langua Us	Mecha	To
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C	1	16	10	9	13	2	5
	2	16	12	14	12	2	5
C	1	17	9	13	14	2	5
	2	16	13	14	12	2	5
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C	1	21	15	16	17	3	7
	2	19	16	16	15	2	6
C	1	21	15	16	17	3	7
	2	18	16	16	15	3	6
C	1	21	15	16	17	3	7
	2	18	16	16	15	3	6
C	1	17	9	13	14	2	5
	2	16	13	14	12	2	5
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C1	1	17	9	13	14	2	5
	2	16	12	14	13	2	5
C1	1	17	9	13	14	2	5
	2	16	12	13	14	2	5
C1	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C1	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C1	1	17	9	13	14	2	5
	2	16	12	13	14	2	5
C1	1	13	7	7	5	2	3
	2	15	7	10	10	2	4

The table above is combination each components of pre-test score by first ratter (R1) and second ratter (R2). And the next table, the researcher combines the score become the final score.

Table 4.6
The Combination of Pre-test Score Control Class

Code	Scored By		Final Sc
	R1	R2	
C1	58	68	63
C2	50	56	53
C3	55	57	56
C4	58	68	63
C5	72	68	70
C6	72	68	70
C7	72	68	56
C8	55	57	63
C9	58	68	56
C10	55	57	56
C11	55	57	63
C12	58	68	63
C13	58	68	63
C14	55	57	56
C15	34	44	39
Sum (∑	**851**	**929**	**890**
Averag	**56.733**	**61.933**	**59.3333**
Lowest	**34**	**44**	**39**
Highes	**72**	**68**	**70**

Based on the data from combination pre-test score of first rater (R1) and second rater (R2), it shows the highest score is 70, the lowest score is 39 and average is 59.3. After that, the researcher used table Frequency Distribution of the Pre-test Score.

Table 4.7
Frequency Distribution of the Pre-test Score Control Class

	Score	Frequency	FX
	(x)	(f)	
1	39	1	39
2	53	1	53
3	56	5	280
4	63	6	378
5	70	2	140
Total		**∑F 15**	**∑Fx890**

The table explains about the distribution of students' pre-test score that shows the frequency in each scores with the total frequency is 15 seem like the total number of students.Next, the data can also be seen in the following figure.

Figure 4.2
The Frequency Distribution of Pre-Test Score of ControlGroup

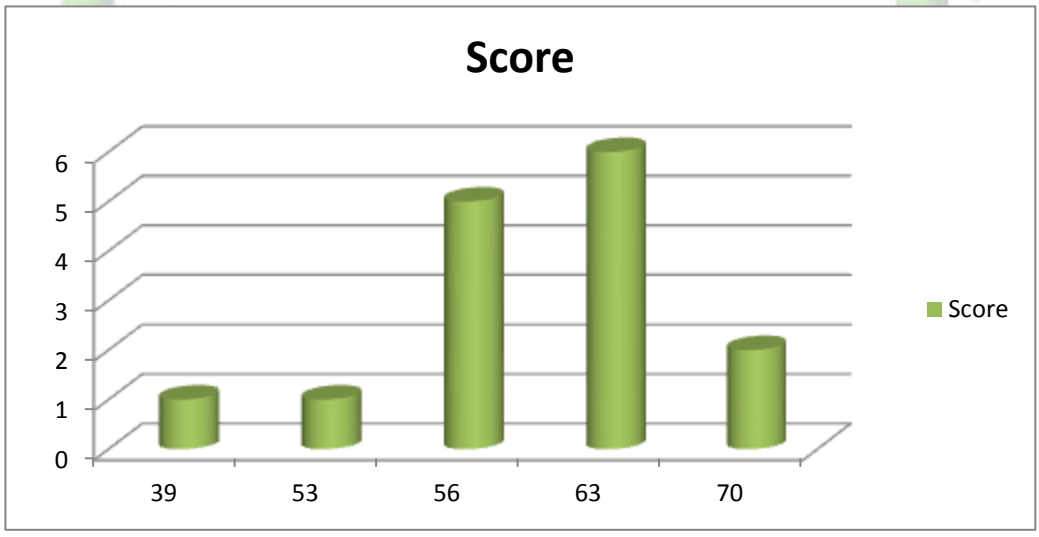


Table 4.8
The Table for Calculating Mean, Standard Deviation and Standards Error of Pre-Test Scores of Control Group

Statistics

Datapre-test Control Class

N	15	15
	0	0
Mean		59.33
Std. Error of Mean		1.973
Median		63.00
Mode		63
Std. Deviation		7.641
Variance		58.381
Range		31
Minimum		39
Maximum		70
Sum		890

The calculation above showed of mean is 59.33. The result of calculation showed the standard deviation of pre-test scores of control group is 7.641 and the standard error 1.973.

c) Distribution of Post Test Scores in Experimental Group

Table 4.9
Post Test Score by the First Rater and Second Rater Experimental Class

Co	Rat	Conte	Organi zation	Vocab- bulary	Langua Us	Mecha	To
E	1	16	14	14	12	2	5
	2	21	13	13	15	2	6
E	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E	1	20	18	14	16	2	7
	2	22	14	16	19	3	7
E	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E	1	27	18	18	23	4	9

	2	28	17	19	20	4	8
E	1	20	18	14	16	2	7
	2	23	15	15	18	3	7
E	1	20	18	14	16	2	7
	2	22	14	16	19	3	7
E	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E1	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E1	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E1	1	24	18	18	19	3	8
	2	23	15	15	18	3	7
E1	1	20	18	14	16	2	7
	2	22	14	16	19	3	7
E1	1	20	18	14	16	2	7
	2	22	14	16	19	3	7
E1	1	24	18	18	19	3	8
	2	23	15	15	18	3	7
E1	1	24	18	18	18	4	8
	2	28	17	19	20	4	8
E1	1	24	18	18	19	3	8
	2	23	15	15	18	3	7
E1	1	16	14	14	12	2	5
	2	21	13	13	15	2	6
E1	1	24	18	18	19	3	8
	2	23	15	15	18	3	7
E2	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E2	1	24	18	18	19	3	8
	2	28	17	19	20	4	8
E2	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E2	1	24	18	18	19	3	8
	2	23	15	15	18	3	7
E2	1	27	18	18	23	4	9
	2	28	17	19	20	4	8
E2	1	24	18	18	18	4	8
	2	28	17	19	20	4	8

The table above is combination each components of pre-test score by first rater (R1) and second rater (R2). And the next table, the researcher combines the score become the final score.

Table 4.10
The Combination of Post-test Score Experimental Class

Code	Scored By		Final Sco
	R1	R2	
E1	58	64	61
E2	90	88	89
E3	70	74	72
E4	90	88	89
E5	90	88	89
E6	90	88	89
E7	70	74	72
E8	70	74	72
E9	90	88	89
E10	90	88	89
E11	90	88	89
E12	82	74	78
E13	70	74	78
E14	70	74	72
E15	82	74	78
E16	82	88	78
E17	82	74	78
E18	58	64	61
E19	82	74	78
E20	90	88	89
E21	82	88	78
E22	90	88	89
E23	82	74	78
E24	90	88	89
E25	82	88	78
Sum (∑	**20**	**20**	**20**
Averag	**80**	**80**	**80**
Lowest			
Highes			

Based on the data from combination post-test score of first rater (R1) and second rater (R2), it shows the highest score is 89, the lowest score is 61 and average is 80.08. After that, the researcher used table Frequency Distribution of the Post-test Score.

Table 4.11
Frequency Distribution of the Post-test Score Experimental Class

	Score	Frequency	FX
	(x)	(f)	
1	61	2	122
2	72	4	288
3	78	9	702
4	89	10	890
Total		**∑F 25**	**∑Fx2.002**

The table explains about the distribution of students' post-test score that shows the frequency in each scores with the total frequency is 25 seem like the total number of students.Next, the data can also be seen in the following figure.

Figure 4.3
The Frequency Distribution of Post-Test Score of Experimental Group

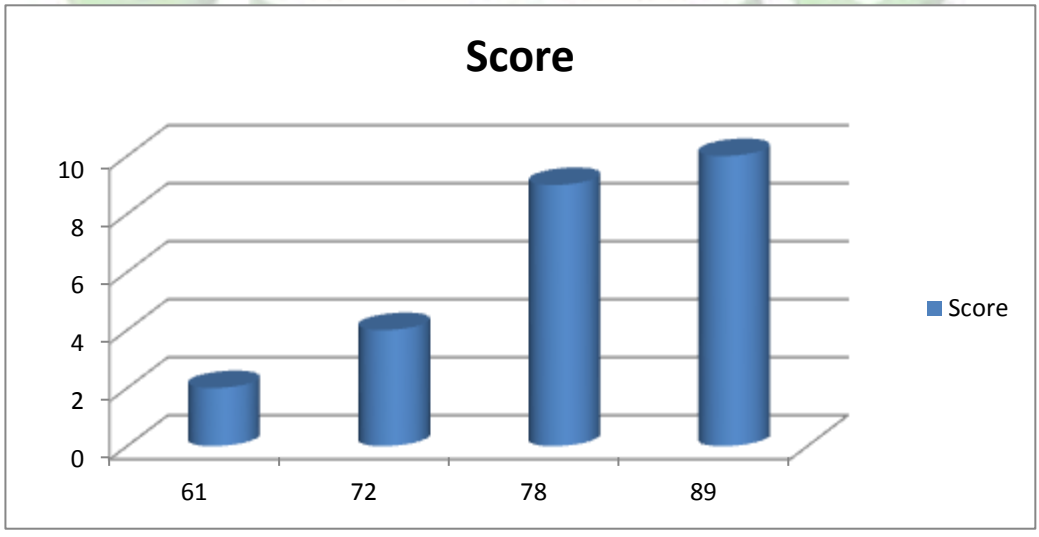


Table 4.12
The Table for Calculating Mean, Standard Deviation and Standards Error of Post-Test Scores of Experimental Group

Statistics
Data post-test Experiment Class

N	Valid	25
	Missing	0
Mean		80.08
Std. Error of Mean		1.743
Median		78.00
Mode		89
Std. Deviation		8.717
Variance		75.993
Range		28
Minimum		61
Maximum		89
Sum		2002

The calculation above showed of mean is 80.08. The result of calculation showed the standard deviation of post-test scores of experiment group is 8.717 and the standard error 1.743.

d) Distribution of Post-Test Scores in Control Group

Table 4.13
Post-Test Score by the First Rater and Second Rater Control Class

Co	Rat	Conte	Organi Zation	Vocab- bulary	Langua Us	Mechar	To
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C	1	17	9	9	13	2	5
	2	16	12	14	12	2	5
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C	1	23	15	16	18	3	7
	2	25	16	17	20	3	8
C	1	23	15	16	18	3	7

	2	25	16	17	20	3	8
C	1	13	7	7	5	2	3
	2	15	7	10	10	2	4
C	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C	1	23	15	16	18	3	7
	2	25	16	17	20	3	8
C1	1	17	9	9	13	2	5
	2	16	12	14	12	2	5
C1	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C1	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C1	1	18	10	13	15	2	5
	2	19	16	16	15	2	6
C1	1	17	9	9	13	2	5
	2	16	12	14	12	2	5
C1	1	18	10	13	15	2	5
	2	19	16	16	15	2	6

The table above is combination each components of post-test score by first rater (R1) and second rater (R2). And the next table, the researcher combines the score become the final score.

Table 4.14
The Combination of Post-test Score Control Class

Code	Scored By		Final Sc
	R1	R2	
C1			
C2			
C3			
C4			
C5			
C6			
C7			
C8			
C9			
C10			
C11			
C12			
C13			
C14			
C15			
Sum (∑	**8**	**9**	**9**
Averag	**5**	**6**	**6**
Lowest			
Highes			

Based on the data from combination post-test score of first rater (R1) and second rater (R2), it shows the highest score is 78, the lowest score is 39 and average is 62.4. After that, the researcher used table Frequency Distribution of the Post-test Score.

Table 4.15
Frequency Distribution of the Post-test Score Control Class

	Score	Frequency	FX
	(x)	(f)	
1	39	1	39
2	53	3	159
3	63	8	504
4	78	3	234
Total		15	936

The table explains about the distribution of students' post-test score that shows the frequency in each scores with the total frequency is 15 seem like the total number of students.Next, the data can also be seen in the following figure.

Figure 4.4
The Frequency Distribution of Post-Test Score of ControlGroup

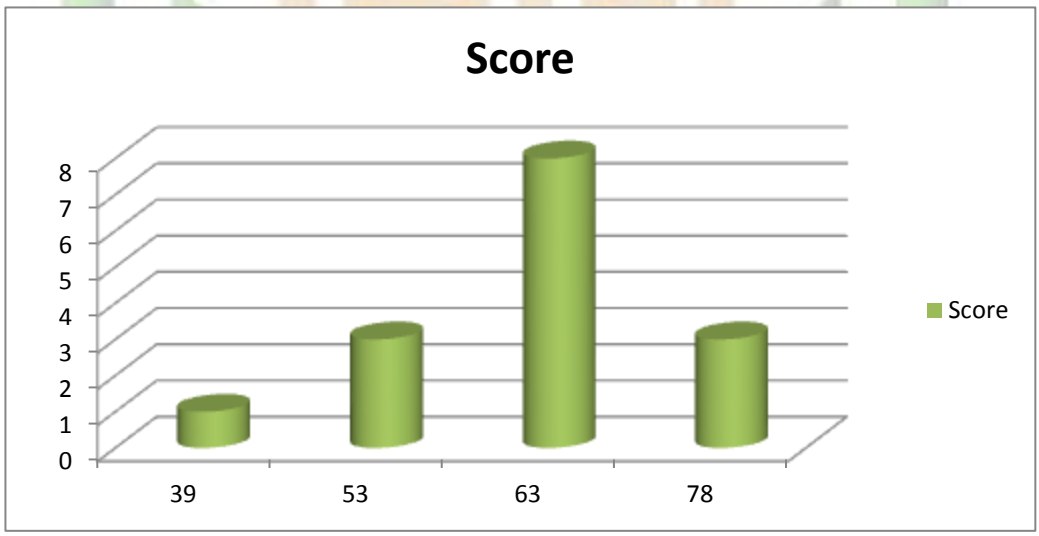


Table 4.16

The Table for Calculating Mean, Standard Deviation and Standards Error of Post-Test Scores of Control Group

Statistics

Data post-test Control Class

N	Valid	15
	Missing	0
Mean		62.40
Std. Error of Mean		2.713
Median		63.00
Mode		63
Std. Deviation		10.507
Variance		110.400
Range		39
Minimum		39
Maximum		78
Sum		936

The calculation above showed of mean is 62.40. The result of calculation showed the standard deviation of post-test scores of control group is 10.507 and the standard error 2.713.

b. Validity and Reliability of Pre-test and Post-test

a) Validity

In this study, the researcher calculated validity of pre-test and post-test using Pearson Product Moment Correlation Test.

Table 4.17

Pearson Product Moment Correlation of Pre-test in Experimental Group

Code (N)	RATER I (X)	RATER II (Y)	XY	X^2	Y^2
E1	54	46	2484	2916	2116
E2	68	76	5168	4624	5776
E3	74	50	3700	5476	2500

E4	68	76	5168	4624	5776
E5	78	84	6552	6084	7056
E6	50	76	3800	2500	5776
E7	54	46	2484	2916	2116
E8	48	46	2208	2304	2116
E9	64	62	3968	4096	3844
E10	64	62	3968	4096	3844
E11	76	76	5776	5776	5776
E12	54	46	2484	2916	2116
E13	48	46	2208	2304	2116
E14	54	46	2484	2916	2116
E15	54	46	2484	2916	2116
E16	54	46	2484	2916	2116
E17	48	46	2208	2304	2116
E18	54	46	2484	2916	2116
E19	48	46	2208	2304	2116
E20	64	50	3200	4096	2500
E21	64	50	3200	4096	2500
E22	76	76	5776	5776	5776
E23	72	52	3744	5184	2704
E24	78	84	6552	6084	7056
E25	68	76	5168	4624	5776
∑N 25	**∑X 1534**	**∑Y 1456**	**∑XY 91960**	**$\sum X^2$ 96764**	**$\sum Y^2$ 89936**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{25.91960 - (1534)(1456)}{\sqrt{\{25.96764 - (1534)^2\}\{25.89936 - (1456)^2\}}}$$

$$r_{xy} = \frac{2299000 - 2233504}{\sqrt{\{2419100 - 2353156\}\{2248400 - 2119936\}}}$$

$$r_{xy} = \frac{65496}{92040}$$

$$r_{xy} = 0.717$$

Based on the result, it find that the value of "rxy" was 0.717 than value of "rtable" at the 1% significance level or 0.717> 0.575. It means the test was valid and include at level of very high validity.

Table 4.18

Pearson Product Moment Correlation of Pre-test in Control Group

Code (N)	RATER I (X)	RATER II (Y)	XY	X^2	Y^2
C1	58	68	3944	3364	4624
C2	50	56	2800	2500	3136
C3	55	57	3135	3025	3249
C4	58	68	3944	3364	4624
C5	72	68	4896	5184	4624
C6	72	68	4896	5184	4624
C7	55	57	3135	3025	3249
C8	58	68	3944	3364	4624
C9	55	57	3135	3025	3249
C10	55	57	3135	3025	3249
C11	58	68	3944	3364	4624
C12	58	68	3944	3364	4624
C13	58	68	3944	3364	4624
C14	55	57	3135	3025	3249
C15	34	44	1496	1156	1936
∑N 15	**∑X 851**	**∑Y 929**	**∑XY 53427**	**$\sum X^2$ 49333**	**$\sum Y^2$ 58309**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{15.53427 - (851)(929)}{\sqrt{\{15.49333 - (851)^2\}\{15.58309 - (929)^2\}}}$$

$$r_{xy} = \frac{801405 - 790579}{\sqrt{\{739995 - 724201\}\{874635 - 863041\}}}$$

$$r_{xy} = \frac{10826}{13532}$$

$$r_{xy} = 0.800$$

Based on the result, it find that the value of "rxy" was 0.800 than value of "rtable" at the 1% significance level or 0.800> 0.575. It means the test was valid and include at level of very high validity.

Table 4.19

Pearson Product Moment Correlation of Post-test in Experiment Group

CODE (N)	RATER I (X)	RATER II (Y)	XY	X^2	Y^2
E1	58	64	3712	3364	4096
E2	90	88	7920	8100	7744
E3	70	74	5180	4900	5476
E4	90	88	7920	8100	7744
E5	90	88	7920	8100	7744
E6	90	88	7920	8100	7744
E7	70	74	5180	4900	5476
E8	70	74	5180	4900	5476
E9	90	88	7920	8100	7744
E10	90	88	7920	8100	7744
E11	90	88	7920	8100	7744
E12	82	74	6068	6724	5476
E13	70	74	5180	4900	5476

E14	70	74	5180	4900	5476
E15	82	74	6068	6724	5476
E16	82	88	7216	6724	7744
E17	82	74	6068	6724	5476
E18	58	64	3712	3364	4096
E19	82	74	6068	6724	5476
E20	90	88	7920	8100	7744
E21	82	88	7216	6724	7744
E22	90	88	7920	8100	7744
E23	82	74	6068	6724	5476
E24	90	88	7920	8100	7744
E25	82	88	7216	6724	7744
∑N=25	**∑X=2022**	**∑Y=2012**	**∑XY=164512**	**$\sum X^2$=166020**	**$\sum Y^2$=163624**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{25.164512 - (2022)(2012)}{\sqrt{\{25.166020 - (2022)^2\}\{25.163624 - (2012)^2\}}}$$

$$r_{xy} = \frac{4112800 - 4068264}{\sqrt{\{4150500 - 4088484\}\{4090600 - 4048144\}}}$$

$$r_{xy} = \frac{44536}{51312}$$

$$r_{xy} = 0.867$$

Based on the result, it find that the value of "rxy" was 0.867 than value of "rtable" at the 1% significance level or 0.867 > 0.575. It means the test was valid and include at level of very high validity.

Table 4.20
Pearson Product Moment Correlation of Post-test in Control Group

CODE (N)	RATER I (X)	RATER II (Y)	XY	X^2	Y^2
C1	58	68	3944	3364	4624
C2	50	56	2800	2500	3136
C3	58	68	3944	3364	4624
C4	58	68	3944	3364	4624
C5	75	81	6075	5625	6561
C6	75	81	6075	5625	6561
C7	34	44	1496	1156	1936
C8	58	68	3944	3364	4624
C9	75	81	6075	5625	6561
C10	50	56	2800	2500	3136
C11	58	68	3944	3364	4624
C12	58	68	3944	3364	4624
C13	58	68	3944	3364	4624
C14	50	56	2800	2500	3136
C15	58	68	3944	3364	4624
∑N=15	**∑X=873**	**∑Y=999**	**∑XY=59673**	**$\sum X^2$=52443**	**$\sum Y^2$=68019**

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{15.59673 - (873)(999)}{\sqrt{\{15.52443 - (873)^2\}\{15.68019 - (999)^2\}}}$$

$$r_{xy} = \frac{895095 - 872127}{\sqrt{\{786645 - 762129\}\{1020285 - 998001\}}}$$

$$r_{xy} = \frac{22968}{23373}$$

$$r_{xy} = 0.983$$

Based on the result, it find that the value of "rxy" was 0.983 than value of "rtable" at the 1% significance level or 0.983> 0.575. It means the test was valid and include at level of very high validity.

b) Reliability of Test

Table 4.21

The Item-Total Statistics of Pre-test in Experiment

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	101.14	512.776	.927	.776
Organization	106.14	501.551	.928	.770
Vocabulary	106.90	497.031	.988	.764
Language_Use	106.22	511.236	.977	.773
Mechanic	117.08	627.993	.855	.845
Total	59.72	163.104	1.000	.936

Table 4.22

The Reliability Statistic of Pre-test in Experiment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.825	.981	6

The result of r_{11} = 0.825 with 6 items and rtable of Product Moment is df= N- 1; 25– 1 = 24 , the level of significant 1%, so r_{table} = 0.575. Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.820 > r_{table} = 0.575$, it concludes that the first item (Pre-test) is reliable.

Table 4.23

The Item-Total Statistics of Pre-test in Control class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	102.00	246.897	.889	.769
Organization	107.40	215.903	.834	.736
Vocabulary	105.80	231.890	.939	.747
Language_Use	105.57	237.978	.818	.761
Mechanic	117.43	293.633	.541	.832
Total	59.80	75.200	1.000	.866

Table 4.24

The Reliability Statistic of Pre-test in Control class

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.935	6

The result of $r_{11} = 0.808$ with 6 items and r_{table} of Product Moment is df= N-1; 15 – 1 = 14, the level of significant 1%, so rtable = 0.575. Clearly at the criteria:

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if r_{11}= 0.808 > r_{table} = 0.575, it concludes that the first item (Pre-test) is reliable.

Table 4.25

The Item-Total Statistics of Post- test in Experiment class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	136.84	235.402	.939	.721
Organization	144.66	304.719	.601	.807
Vocabulary	144.38	277.424	.907	.769
Language_Use	142.20	257.388	.888	.748
Mechanic	158.04	315.509	.924	.814
Total	80.68	85.324	1.000	.880

Table 4.26

The Reliability Statistic of Post-test in Experiment class

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.952	6

The result of r_{11} = 0.811 with 6 items and rtable of Product Moment is df= N-1; 25 – 1 = 24, the level of significant 1%, so r_{table} =0.575. Clearly at the criteria:

If r_{11}> r_{table} it means reliable

If r_{11}< r_{table} it means unreliable

Based on the calculating above, the result is if r_{11}= 0.811 >rtable = 0.575, it concludes that the first item (Post-test) isreliable.

Table 4.27

The Item-Total Statistics of Post-test in control class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	105.90	388.369	.909	.757
Organization	112.20	385.200	.852	.759
Vocabulary	110.90	396.921	.904	.764
Language_Use	110.00	388.276	.890	.758
Mechanic	122.60	490.593	.698	.838
Total	62.40	125.834	1.000	.892

Table 4.28
The Reliability Statistic of Post-test in control class

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.953	6

The result of r_{11} = 0.814 with 6 items and rtable of Product Moment is df= N- 1; 15– 1 = 14, the level of significant 1%, so r_{table} = 0.575. Clearly at the criteria:

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if r_{11}= 0.814 > rtable = 0.575, it concludes that the first item (Post-test) is reliable.

2. Questionnarie

In this study, the writer was measured the students' learning motivation score.

Table 4.29

Validity result of learning motivation questionnaire

No	Item	Value	Critical Value	validity
1	Item 1	.521	0.396	Valid
2	Item 2	.404	0.396	Valid
3	Item 3	.597	0.396	Valid
4	Item 4	.524	0.396	Valid
5	Item 5	.487	0.396	Valid
6	Item 6	.455	0.396	Valid
7	Item 7	.720	0.396	Valid
8	Item 8	.523	0.396	Valid
9	Item 9	.601	0.396	Valid
10	Item 10	.620	0.396	Valid
11	Item 11	.584	0.396	Valid
12	Item 12	.393	0.396	Un-valid
13	Item 13	.415	0.396	Valid
14	Item 14	.558	0.396	Valid
15	Item 15	.446	0.396	Valid
16	Item 16	.740	0.396	Valid
17	Item 17	.527	0.396	Valid
18	Item 18	.477	0.396	Valid
19	Item 19	.635	0.396	Valid
20	Item 20	.699	0.396	valid
21	Item 21	.593	0.396	Valid
22	Item 22	.437	0.396	Valid
23	Item 23	.664	0.396	Valid
24	Item 24	.657	0.396	Valid
25	Item 25	.659	0.396	Valid
26	Item 26	,621	0.396	Valid
27	Item 27	,668	0.396	Valid

28	Item 28	,434	0.396	Valid
29	Item 29	,296	0.396	Un-Valid
30	Item 30	,457	0.396	Valid
31	Item 31	,435	0.396	Valid
32	Item 32	,451	0.396	Valid
33	Item 33	,733	0.396	Valid
34	Item 34	,540	0.396	Valid
35	Item 35	,695	0.396	Valid
36	Item 36	,562	0.396	Valid
37	Item 37	,446	0.396	Valid
38	Item 38	,401	0.396	Valid

Based on validity result of writing learning strategies, there was found two questions which un-valid. So, the total item that became 36 items.

The questionnaire data was taken on September 2018 at SMK Al-Ishlah Palangka Raya. The sample used in this study was 25 students of SMK Al-Ishlah Palangka Raya. The sample was given 36 simple questions which its result is summarized as follows.

Table 4.30

Result of questionnaire

		Scale								
Item		**SDA**	**DA**	**U**	**A**	**SA**	**Total**	**MDN**	**MN**	**SD**
		1	**2**	**3**	**4**	**5**				
1	Number	2	1	5	14	3	25	3	5	5.
	Percent	8.0	4.0	20.0	56.0	12.0	100.0			
2	Number	0	1	3	14	7	25	3	5	5.
	Percent	0	4.0	12.0	56.0	28.0	100.0			
3	Number	2	6	8	6	3	25	6	5	2.
	Percent	8.0	24.0	32.0	24.0	12.0	100.0			
4	Number	3	3	9	7	3	25	3	5	2.
	Percent	12.0	12.0	36.0	28.0	12.0	100.0			
5	Number	0	5	3	13	4	25	4	5	4.

	Percent	0	20.0	12.0	52.0	16.0	100.0			
6	Number	2	5	9	6	3	25	5	5	2.
	Percent	8.0	20.0	36.0	24.0	12.0	100.0			
7	Number	0	6	8	3	8	25	6	5	3.
	Percent	0	24.0	32.0	12.0	32.0	100.0			
8	Number	0	6	2	12	5	25	5	5	4.
	Percent	0	24.0	8.0	48.0	20.0	100.0			
9	Number	1	3	8	10	3	25	3	5	3.
	Percent	4.0	12.0	32.0	40.0	12.0	100.0			
10	Number	0	5	10	7	3	25	5	5	3.
	Percent	0	20.0	40.0	28.0	12.0	100.0			
11	Number	0	3	9	9	4	25	4	5	3.
	Percent	0	12.0	36.0	36.0	16.0	100.0			
12	Number	1	3	8	9	4	25	4	5	3.
	Percent	4.0	12.0	32.0	36.0	16.0	100.0			
13	Number	1	4	12	5	3	25	4	5	4.
	Percent	4.0	16.0	48.0	20.0	12.0	100.0			
14	Number	2	6	6	7	4	25	6	5	2
	Percent	8.0	24.0	24.0	28.0	16.0	100.0			
15	Number	1	5	8	9	2	25	5	5	3.
	Percent	4.0	20.0	32.0	36.0	4.0	100.0			
16	Number	1	4	2	7	11	25	4	5	4.
	Percent	4.0	8.0	4.0	28.0	44.0	100.0			
17	Number	2	2	9	6	6	25	6	5	3
	Percent	8.0	8.0	.0	24.0	24.0	100.0			
18	Number	2	3	8	6	6	25	6	5	2.
	Percent	8.0	12.0	32.0	24.0	24.0	100.0			
19	Number	1	2	4	7	11	25	4	5	4.
	Percent	4.0	8.0	16.0	28.0	44.0	100.0			
20	Number	2	3	4	9	17	25	4	7	6.
	Percent	8.0	12.0	16.0	36.0	68.0	100.0			
21	Number	3	1	4	11	6	25	4	5	3.
	Percent	12.0	4.0	16.0	44.0	24.0	100.0			
22	Number	0	3	14	4	4	25	4	5	5.
	Percent	0	12.0	56.0	16.0	16.0	100.0			
23	Number	0	3	13	6	3	25	3	5	4.
	percent	0	12.0	52.0	24.0	12.0	100.0			
24	Number	1	3	6	12	3	25	3	5	4.
	Percent	4.0	12.0	24.0	48.0	12.0	100.0			
25	Number	1	2	11	7	4	25	4	5	4.
	Percent	4.0	8.0	44.0	28.0	16.0	100.0			
26	Number	1	4	6	9	5	25	5	5	2.
	Percent	4.0	16.0	24.0	36.0	20.0	100.0			
27	Number	2	3	6	10	4	25	4	5	3.

	Percent	8.0	12.0	24.0	40.0	16.0	100.0			
28	Number	1	0	10	9	5	25	5	5	4.
	Percent	4.0	0	40.0	36.0	20.0	100.0			
29	Number	0	1	7	14	3	25	3	5	5.
	Percent	0	4.0	28.0	56	12.0	100.0			
30	Number	0	4	9	10	2	25	4	5	4.
	Percent	0	16.0	36.0	40.0	8.0	100.0			
31	Number	1	2	5	10	7	25	5	5	3.
	Percent	4.0	8.0	20.0	40.0	28.0	100.0			
32	Number	0	3	9	6	7	25	6	5	3.
	Percent	0	12.0	36.0	24.0	28.0	100.0			
33	Number	0	3	5	12	5	25	5	5	4.
	Percent	0	12.0	20.0	48.0	20.0	100.0			
34	Number	0	2	5	13	5	25	5	5	4.
	Percent	0	8.0	20.0	52.0	20.0	100.0			
35	Number	1	4	3	7	10	25	4	5	3.
	Percent	4.0	16.0	12.0	28.0	40.0	100.0			
36	Number	0	1	8	11	5	25	5	5	4.
	Percent	0	4.0	32.0	44.0	20.0	100.0			
37	Number	0	0	7	12	6	25	6	5	5.
	Percent	0	0	28.0	48.0	24.0	100.0			
38	Number	0	0	5	13	7	25	5	5	5.
	Percent	0	0	20.0	52.0	28.0	100.0			

It was apparent from the table above that the students' response of Motivation at SMK Al-Ishlah Palangka Raya, as follows:

Table 4.31

Table of students' motivation Item_1

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	1	2	4.0	4.0	12.0
	(3) Tidak Pasti	5	15	20.0	20.0	32.0
	(4) Setuju	14	56	56.0	56.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	90	100.0	100.0	

Item 1, "*Menjadi penulis yang lebih baik adalah penting bagi saya*". There were 2 students (8.0%) strongly disagree, 1 student (4.0%) disagree, 5 students (20.0%) uncertain, 14 students (56.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.32

Table of students' motivation Item_2

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	1	2	4.0	4.0	4.0
	(3) Tidak Pasti	3	9	12.0	12.0	16.0
	(4) Setuju	14	56	56.0	56.0	72.0
	(5) Sangat Setuju	7	35	28.0	28.0	100.0
	Total	25	102	100.0	100.0	

Item 2, "*Menulis adalah kemampuan yang sangat perlu dikuasai*". There were 1 student (4.0%) disagree, 3 students (12.0%) uncertain, 14 students (56.0%) agree, and 7 students (28.0%) strongly agree.

Table 4.33

Table of students' motivation Item_3

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	6	12	24.0	24.0	32.0
	(3) Tidak Pasti	8	24	32.0	32.0	64.0
	(4) Setuju	6	24	24.0	24.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	77	100.0	100.0	

Item 3, "*Saya suka menulis tugas yang menantang saya*". There were 2 students (8.0%) stongly disagree, 6 students (24.0%) disagree, 8 students (32.0%) uncertain, 6 students (24.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.34

Table of students' motivation Item_4

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	3	3	12.0	12.0	12.0
	(2) Tidak Setuju	3	6	12.0	12.0	24.0
	(3) Tidak Pasti	9	27	36.0	36.0	60.0
	(4) Setuju	7	28	28.0	28.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	79	100.0	100.0	

Item 4, "*Saya senang menulis paragraf*". There were 3 students (12.0%) strongly disagree, 3 student (12.0%) disagree, 7 students (28.0%) uncertain, 7 students (28.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.35

Table of students' motivation Item_5

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	5	10	20.0	20.0	20.0
	(3) Tidak Pasti	3	9	12.0	12.0	32.0
	(4) Setuju	13	52	52.0	52.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	91	100.0	100.0	

Item 5, "*Saya menikmati menulis dengan bantuan tayangan* Whiteboard AnimationVideo". There were 5 students (20.0%) disagree, 3 students (12.0%) uncertain, 13 students (52.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.36

Table of students' motivation Item_6

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	5	10	20.0	20.0	28.0
	(3) Tidak Pasti	9	27	36.0	36.0	64.0
	(4) Setuju	6	24	24.0	24.0	88.0

	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	78	100.0	100.0	

Item 6, "*Saya suka menuliskan pemikiran saya dengan bantuan tayangan* Whiteboard Animation Video". There were 2 students (8.0%) strongly disagree, 5 students (20.0%) disagree, 9 students (36.0%) uncertain, 6 students (24.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.37

Table of students' motivation Item_7

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	6	12	24.0	24.0	24.0
	(3) Tidak Pasti	8	24	32.0	32.0	56.0
	(4) Setuju	3	12	12.0	12.0	68.0
	(5) Sangat Setuju	8	40	32.0	32.0	100.0
	Total	25	88	100.0	100.0	

Item 7, "Whiteboard AnimationVideo *membuat saya menikmati tugas menulis kreatif*". There were 6 students (24.0%) disagree, 8 students (32.0%) uncertain, 3 students (12.0%) agree, and 8 students (32.0%) strongly agree.

Table 4.38

Table of students' motivation Item_8

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	6	12	24.0	24.0	24.0
	(3) Tidak Pasti	2	6	8.0	8.0	32.0
	(4) Setuju	12	48	48.0	48.0	80.0
	(5) Sangat Setuju	5	25	20.0	20.0	100.0
	Total	25	91	100.0	100.0	

Item 8, "*Saya ingin orang lain mengenali saya sebagai penulis yang baik*". There were 6 students (24.0%) disagree, 2 students (8.0%) uncertain, 12 students (48.0%) agree, and 5 students (20.0%) strongly agree.

Table 4.39

Table of students' motivation Item_9

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	3	6	12.0	12.0	16.0
	(3) Tidak Pasti	8	24	32.0	32.0	48.0
	(4) Setuju	10	40	40.0	40.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	86	100.0	100.0	

Item 9, "*Saya termotivasi untuk menulis di kelas saya*". There were 1 student (4.0%) strongly disagree, 3 students (12.0%) disagree, 8 students (32.0%) uncertain, 10 students (40.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.40

Table of students' motivation Item_10

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	5	10	20.0	20.0	20.0
	(3) Tidak Pasti	10	30	40.0	40.0	60.0
	(4) Setuju	7	28	28.0	28.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	83	100.0	100.0	

Item 10, "Whiteboard AnimationVideo *membantu saya berpikir dalam bahasa Inggris*". There were 5 students (20.0%) disagree, 10 students (40.0%) uncertain, 7 students (28.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.41

Table of students' motivation Item_11

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	3	6	12.0	12.0	12.0
	(3) Tidak Pasti	9	27	36.0	36.0	48.0
	(4) Setuju	9	36	36.0	36.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	89	100.0	100.0	

Item 11, "Whiteboard Animation Video *memotivasi saya untuk belajar Bahasa Inggris*". There were 3 students (12.0%) disagree, 9 students (36.0%) uncertain, 9 students (36.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.42

Table of students' motivation Item_12

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	3	6	12.0	12.0	16.0
	(3) Tidak Pasti	8	24	32.0	32.0	48.0
	(4) Setuju	9	36	36.0	36.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	87	100.0	100.0	

Item 12, "*Saya dapat dengan jelas mengungkapkan ide-ide saya secara tertulis dengan bantuan tayangan* Whiteboard AnimationVideo". There were 1 student (4.0%) strongly disagree, 3 students (12.0%) disagree, 8 students (32.0%) uncertain, 9 students (36.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.43

Table of students' motivation Item_13

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	4	8	16.0	16.0	20.0
	(3) Tidak Pasti	12	36	48.0	48.0	68.0
	(4) Setuju	5	20	20.0	20.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	80	100.0	100.0	

Item 13, "*Sangat mudah bagi saya untuk menulis paragraf yang baik setelah melihat contoh dari* Whiteboard AnimationVideo". There were 1 student

(4.0%) strongly disagree, 4 students (16.0%) disagree, 12 students (48.0%) uncertain, 5 students (20.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.44

Table of students' motivation Item_14

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	6	12	24.0	24.0	32.0
	(3) Tidak Pasti	6	18	24.0	24.0	56.0
	(4) Setuju	7	28	28.0	28.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	80	100.0	100.0	

Item 14, "*Memilih kata yang tepat itu mudah bagiku*". There were 2 students (8.0%) strongly disagree, 6 students (24.0%) disagree, 6 students (24.0%) uncertain, 7 students (28.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.45

Table of students' motivation Item_15

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	5	10	20.0	20.0	24.0
	(3) Tidak Pasti	8	24	32.0	32.0	56.0
	(4) Setuju	9	36	36.0	36.0	92.0
	(5) Sangat Setuju	2	10	8.0	8.0	100.0
	Total	25	81	100.0	100.0	

Item 15, "*Melihat tayangan* Whiteboard Animation*Video membantu saya mengatasi ketakutan saya untuk menggunakan bahasa Inggris*". There were 1 student (4.0%) strongly disagree, 5 students (20.0%) disagree, 8 students (32.0%) uncertain, 9 students (36.0%) agree, and 2 students (8.0%) strongly agree.

Table 4.46

Table of students' motivation Item_16

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	4	8	16.0	16.0	20.0
	(3) Tidak Pasti	2	6	8.0	8.0	28.0
	(4) Setuju	7	28	28.0	28.0	56.0
	(5) Sangat Setuju	11	55	44.0	44.0	100.0
	Total	25	88	100.0	100.0	

Item 16, "*Saya suka jika tulisan bahasa Inggris saya dinilai oleh guru*". There were 1 student (4.0%) strongly disagree, 4 students (16.0%) disagree, 2 students (8.0%) uncertain, 7 students (28.0%) agree, and 11 students (44.0%) strongly agree.

Table 4.47

Table of students' motivation Item_17

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	2	4	8.0	8.0	16.0
	(3) Tidak Pasti	9	27	36.0	36.0	52.0
	(4) Setuju	6	24	24.0	24.0	76.0
	(5) Sangat Setuju	6	30	24.0	24.0	100.0
	Total	25	87	100.0	100.0	

Item 17, "Whiteboard AnimationVideo *membantu saya memperkaya kosakata saya*". There were 2 students (8.0%) strongly disagree, 2 students (8.0%) disagree, 9 students (36.0%) uncertain, 6 students (24.0%) agree, and 6 students (24.0%) strongly agree.

Table 4.48

Table of students' motivation Item_18

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	3	6	12.0	12.0	20.0
	(3) Tidak Pasti	8	24	32.0	32.0	52.0
	(4) Setuju	6	24	24.0	24.0	76.0
	(5) Sangat Setuju	6	30	24.0	24.0	100.0
	Total	25	82	100.0	100.0	

Item 18, "Whiteboard Animation Video *membuat saya dengan mudah fokus pada apa yang saya tulis*". There were 2 students (8.0%) strongly disagree, 3 students (12.0%) disagree, 8 students (32.0%) uncertain, 6 students (24.0%) agree, and 6 students (24.0%) strongly agree.

Table 4.49

Table of students' motivation Item_19

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	2	4	8.0	8.0	12.0
	(3) Tidak Pasti	4	12	16.0	16.0	28.0
	(4) Setuju	7	28	28.0	28.0	56.0
	(5) Sangat Setuju	11	55	44.0	44.0	100.0
	Total	25	100	100.0	100.0	

Item 19, "*Saya akan mendapat nilai bagus jika saya bisa menulis dengan baik*". There were 1 student (4.0%) strongly disagree, 2 students (8.0%) disagree, 4 students (16.0%) uncertain, 7 students (28.0%) agree, and 11 students (44.0%) strongly agree.

Table 4.50

Table of students' motivation Item_20

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	3	6	12.0	12.0	20.0
	(3) Tidak Pasti	4	12	16.0	16.0	36.0
	(4) Setuju	9	36	36.0	36.0	72.0
	(5) Sangat Setuju	7	35	28.0	28.0	100.0
	Total	25	91	100.0	100.0	

Item 20, "*Saya suka orang lain membaca apa yang saya tulis*". There were 2 students (8.0%) strongly disagree, 3 students (12.0%) disagree, 4 students (16.0%) uncertain, 9 students (36.0%) agree, and 7 students (28.0%) strongly agree.

Table 4.51

Table of students' motivation Item_21

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	3	3	12.0	12.0	12.0
	(2) Tidak Setuju	1	2	4.0	4.0	16.0
	(3) Tidak Pasti	4	12	16.0	16.0	32.0
	(4) Setuju	11	44	44.0	44.0	76.0
	(5) Sangat Setuju	6	30	24.0	24.0	100.0
	Total	25	91	100.0	100.0	

Item 21, "*Berdiskusi setelah melihat tayangan*Whiteboard AnimationVideo *membantu saya untuk belajar dari kesalahan rekan saya*". There were 3 students (12.0%) strongly disagree, 1 students (4.0%) disagree, 4 students (16.0%) uncertain, 11 students (44.0%) agree, and 6 students (24.0%) strongly agree.

Table 4.52

Table of students' motivation Item_22

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	3	6	12.0	12.0	12.0
	(3) Tidak Pasti	14	42	56.0	56.0	68.0
	(4) Setuju	4	16	16.0	16.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	84	100.0	100.0	

Item 22, "*Saya mendapatkan umpan balik langsung dari guru setelah melihat tayangan* Video Whiteboard Animation". There were 3 students (12.0%) disagree, 14 students (56.0%) uncertain, 4 students (16.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.53

Table of students' motivation Item_23

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	3	6	12.0	12.0	12.0
	(3) Tidak Pasti	13	39	52.0	52.0	64.0
	(4) Setuju	6	24	24.0	24.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	84	100.0	100.0	

Item 23, "*Saya menggunakan tata bahasa yang benar dalam tulisan saya setelah melihat tayangan*Whiteboard AnimationVideo". There were 3 students (12.0%) disagree, 13 students (52.0%) uncertain, 6 students (24.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.54

Table of students' motivation Item_24

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	3	6	12.0	12.0	16.0
	(3) Tidak Pasti	6	18	24.0	24.0	40.0

	(4) Setuju	12	48	48.0	48.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	88	100.0	100.0	

Item 24, "Whiteboard Animation Video*membuat Saya menyelesaikan tugas menulis bahkan ketika sulit*". There were 1 student (4.0%) strongly disagree, 3 students (12.0%) disagree, 6 students (24.0%) uncertain, 12 students (48.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.55

Table of students' motivation Item_25

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	2	4	8.0	8.0	12.0
	(3) Tidak Pasti	11	33	44.0	44.0	56.0
	(4) Setuju	7	28	28.0	28.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	86	100.0	100.0	

Item 25, "*Sangat mudah bagi saya untuk menulis Paragraph yang baik setelah melihat tayangan dari*Whiteboard AnimationVideo". There were 1 student (4.0%) strongly disagree, 2 students (8.0%) disagree, 11 students (44.0%) uncertain, 7 students (28.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.56

Table of students' motivation Item_26

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	4	8	16.0	16.0	20.0
	(3) Tidak Pasti	6	18	24.0	24.0	44.0
	(4) Setuju	9	36	36.0	36.0	80.0
	(5) Sangat Setuju	5	25	20.0	20.0	100.0
	Total	25	88	100.0	100.0	

Item 26, "*Saya membuat sebuah coretan tulisan sebelum saya menulisnya dilembar kerja*". There were 1 student (4.0%) strongly disagree, 4 students (16.0%) disagree, 6 students (24.0%) uncertain, 9 students (36.0%) agree, and 5 students (20.0%) strongly agree.

Table 4.57

Table of students' motivation Item_27

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	2	2	8.0	8.0	8.0
	(2) Tidak Setuju	3	6	12.0	12.0	20.0
	(3) Tidak Pasti	6	18	24.0	24.0	44.0
	(4) Setuju	10	40	40.0	40.0	84.0
	(5) Sangat Setuju	4	20	16.0	16.0	100.0
	Total	25	86	100.0	100.0	

Item 27,"*Paragraf Deskriptif sangat mudah bagi saya*". There were 2 students (8.0%) strongly disagree, 3 students (12.0%) disagree, 6 students (24.0%) uncertain, 10 students (40.0%) agree, and 4 students (16.0%) strongly agree.

Table 4.58

Table of students' motivation Item_28

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(3) Tidak Pasti	10	30	40.0	40.0	44.0
	(4) Setuju	9	36	36.0	36.0	80.0
	(5) Sangat Setuju	5	25	20.0	20.0	100.0
	Total	25	92	100.0	100.0	

Item 28, "*Saya menjadi lebih berusaha keras dalam menulis setelah melihat tayangan dari*Whiteboard AnimationVideo". There were 1 student (4.0%) strongly disagree,10 students (40.0%) uncertain, 9 students (36.0%) agree, and 5 students (20.0%) strongly agree.

Table 4.59

Table of students' motivation Item_29

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	1	2	4.0	4.0	4.0
	(3) Tidak Pasti	7	21	28.0	28.0	32.0
	(4) Setuju	14	56	56.0	56.0	88.0
	(5) Sangat Setuju	3	15	12.0	12.0	100.0
	Total	25	94	100.0	100.0	

Item 29, "*Saya ingin tulisan saya dimuat dalam sebuah*Whiteboard Animation Video". There were 1 student (4.0%) disagree, 7 students (28.0%) uncertain, 14 students (56.0%) agree, and 3 students (12.0%) strongly agree.

Table 4.60

Table of students' motivation Item_30

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	4	8	16.0	16.0	16.0
	(3) Tidak Pasti	9	27	36.0	36.0	52.0
	(4) Setuju	10	40	40.0	40.0	92.0
	(5) Sangat Setuju	2	10	8.0	8.0	100.0
	Total	25	85	100.0	100.0	

Item 30, "*Saya menulis lebih sedikit setelah melihat tayangan dari* Whiteboard AnimationVideo". There were 4 students (16.0%) disagree, 9 students (36.0%) uncertain, 10 students (40.0%) agree, and 2 students (8.0%) strongly agree.

Table 4.61

Table of students' motivation Item_31

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	2	4	8.0	8.0	12.0
	(3) Tidak Pasti	5	15	20.0	20.0	32.0
	(4) Setuju	10	40	40.0	40.0	72.0

	(5) Sangat Setuju	7	35	28.0	28.0	100.0
	Total	25	95	100.0	100.0	

Item 31, "*Saya merevisi tulisan saya sebelum menyerahkan tugas kepada guru*". There were 1 student (4.0%) strongly disagree, 2 students (8.0%) disagree, 5 students (20.0%) uncertain, 10 students (.0%) agree, and 7 students (28.0%) strongly agree.

Table 4.62

Table of students' motivation Item_32

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	3	6	12.0	12.0	12.0
	(3) Tidak Pasti	9	27	36.0	36.0	48.0
	(4) Setuju	6	24	24.0	24.0	72.0
	(5) Sangat Setuju	7	35	28.0	28.0	100.0
	Total	25	92	100.0	100.0	

Item 32, "*Menjadi penulis yang baik akan membantu saya melakukan dengan baik secara akademis dengan bantuan motivasi dari*Whiteboard Animation Video". There were 3 students (12.0%) disagree, 9 students (36.0%) uncertain, 6 students (24.0%) agree, and 7 students (28.0%) strongly agree.

Table 4.63

Table of students' motivation Item_33

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	3	6	12.0	12.0	12.0
	(3) Tidak Pasti	5	15	20.0	20.0	32.0
	(4) Setuju	12	48	48.0	48.0	80.0
	(5) Sangat Setuju	5	25	20.0	20.0	100.0
	Total	25	94	100.0	100.0	

Item 33, "Whiteboard Animation Video *membantu saya mengembangkan keterampilan menulis saya*". There were 3 students (12.0%) disagree, 5 students

(20.0%) uncertain, 12 students (48.0%) agree, and 5 students (20.0%) strongly agree.

Table 4.64

Table of students' motivation Item_34

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	2	4	8.0	8.0	8.0
	(3) Tidak Pasti	5	15	20.0	20.0	28.0
	(4) Setuju	13	52	52.0	52.0	80.0
	(5) Sangat Setuju	5	25	20.0	20.0	100.0
	Total	25	96	100.0	100.0	

Item 34, "*Menjadi penulis yang lebih baik akan membantu saya dalam karir saya*". There were 2 students (8.0%) disagree, 5 students (20.0%) uncertain, 13 students (52.0%) agree, and 5 students (20.0%) strongly agree.

Table 4.65

Table of students' motivation Item_35

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(1) Sangat Tidak Setuju	1	1	4.0	4.0	4.0
	(2) Tidak Setuju	4	8	16.0	16.0	20.0
	(3) Tidak Pasti	3	9	12.0	12.0	32.0
	(4) Setuju	7	28	28.0	28.0	60.0
	(5) Sangat Setuju	10	50	40.0	40.0	100.0
	Total	25	97	100.0	100.0	

Item 35, "*Saya berlatih menulis untuk meningkatkan keterampilan saya*". There were 1 student (4.0%) strongly disagree, 4 students (16.0%) disagree, 3 students (12.0%) uncertain, 7 students (28.0%) agree, and 10 students (40.0%) strongly agree.

Table 4.66

Table of students' motivation Item_36

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(2) Tidak Setuju	1	2	4.0	4.0	4.0
	(3) Tidak Pasti	8	24	32.0	32.0	36.0
	(4) Setuju	11	44	44.0	44.0	80.0
	(5) Sangat Setuju	5	25	20.0	20.0	100.0
	Total	25	95	100.0	100.0	

Item 36, "*Saya ingin tulisan-tulisan bahasa Inggris saya membantu untuk saya mendapatkan sebuah beasiswa keluar negeri*". There were 1 student (4.0%) disagree, 8 students (32.0%) uncertain, 11 students (44.0%) agree, and 5 students (20.0%) strongly agree.

Table 4.67

Table of students' motivation Item_37

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(3) Tidak Pasti	7	21	28.0	28.0	28.0
	(4) Setuju	12	48	48.0	48.0	76.0
	(5) Sangat Setuju	6	30	24.0	24.0	100.0
	Total	25	99	100.0	100.0	

Item 37, "*Saya ingin keterampilan menulis saya dapat membantu saya untuk mendaftar di sebuah Universitas terbaik*". There were 7 students (28.0%) uncertain, 12 students (48.0%) agree, and 6 students (24.0%) strongly agree.

Table 4.68

Table of students' motivation Item_38

		Frequency	Categorize	Percent	Valid Percent	Cumulative Percent
Valid	(3) Tidak Pasti	5	15	20.0	20.0	20.0
	(4) Setuju	13	52	52.0	52.0	72.0
	(5) Sangat Setuju	7	35	28.0	28.0	100.0
	Total	25	102	100.0	100.0	

Item 38, "*Saya ingin keterampilan menulis bisa membantu saya dalam mendapatkan pekerjaan yang sesuai dengan keinginan saya*". There were 5 students (20.0%) uncertain, 13 students (52.0%) agree, and 7 students (28.0%) strongly agree.

The questionnaire was constructed in the form of the five Likert-type scales. Based on the table of students' motivation, the researcher found the categorized of every item. Than we count it with item number of intrinsic and extrinsic table.

Table 4.69

Result of Analysis Sudents' Motivation

No.	**Intrinsic**	**No. Iter**	**Categorize**	**Score**	**Final Sco**	**Interpretation**
1.	eference for challenge	1-4	90,102,77,7	348	87	Very Strong
2.	riosity/interest	5-11	91,78,88,91,8 83,89	606	86.6	Very Strong
3.	dependent mastery	13-15	80,80,81	241	80.3	Strong
4.	dependent judgement	16-17	88,87	175	87.5	Very Strong
5.	ternal criteria for success	18-22	82,100,91,91 4	448	89.6	Very Strong
No.	**trinsic**	**No.Iten**	**Categorize**	**Score**	**Final Sco**	
6.	eference for ea work	23-27	84,88,86,88,	432	86.4	Very Strong
7.	easing teacher/getting grades	28	92	92	92	Very Strong
8.	pendence on teacl in figuring problems	30	85	85	85	Very Strong
9.	liance on teache judgment abo what to do	31	95	95	95	Very Strong
10.	ternal criteria success	32-38	92,94,96,97,9 99,102	675	96.4	Very Strong

Based on the table students motivation score of questionnaire items, in the intrinsic scale, the final score of preference for challenge was 87, curiosity/interest 86.6, independent mastery 80.3, independent judgement 87.5, and internal criteria for success 89.6. in the extrinsic scale, the final score of preference for easy work was 86.4, pleasinga teacher/getting grades 92, dependence on teacher in figuring out problems 95, and external criteria for success 96.4. The final score showed us that the higher score was on extrinsic scale, in the external criteria for success with the score 96.4 which is very strong. And the lower score was on intrinsic scale, in the independent mastery with the score 80.3 which is strong.

B. Research Findings

1. Testing Normality and Homogeneity

a. Normality Test

In this study, researcher used One-Sample Kolmogorov-Smirnov Test to test the normality.

a) Testing of Normality Writing Ability of Pre-Test Experimental and Control Class

Table 4.70

Testing of Normality One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		25	15
Normal Parameters[a,b]	Mean	59.80	59.33
	Std. Deviation	11.644	7.641
Most Extreme Differences	Absolute	.240	.218
	Positive	.240	.182
	Negative	-.136	-.218
Kolmogorov-Smirnov Z		1.200	.843
Asymp. Sig. (2-tailed)		.112	.476

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		25	15
Normal Parameters[a,b]	Mean	59.80	59.33
	Std. Deviation	11.644	7.641
Most Extreme Differences	Absolute	.240	.218
	Positive	.240	.182
	Negative	-.136	-.218
Kolmogorov-Smirnov Z		1.200	.843
Asymp. Sig. (2-tailed)		.112	.476

a. Test distribution is Normal.
b. Calculated from data.

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class 0.112and control class was 0.476. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of asymptotic significance of experiment= 0.112 ≥ α = 0.05 and control = 0.476 ≥ α= 0.05. It could be concluded that the data was normal distribution.

b) Testing of Normality Writing Ability for Post-test of Experimental and Control Class

Table 4.71

Testing of Normality One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		25	15
Normal Parameters[a,b]	Mean	80.08	62.40
	Std. Deviation	8.717	10.507
Most Extreme Differences	Absolute	.247	.277
	Positive	.194	.277
	Negative	-.247	-.256
Kolmogorov-Smirnov Z		1.235	1.074
Asymp. Sig. (2-tailed)		.095	.199

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		25	15
Normal Parameters[a,b]	Mean	80.08	62.40
	Std. Deviation	8.717	10.507
Most Extreme Differences	Absolute	.247	.277
	Positive	.194	.277
	Negative	-.247	-.256
Kolmogorov-Smirnov Z		1.235	1.074
Asymp. Sig. (2-tailed)		.095	.199

a. Test distribution is Normal.
b. Calculated from data.

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class 0.095and control class was 0.199. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of asymptotic significance of experiment= 0.095 ≥ α = 0.05 and control = 0.199 ≥ α= 0.05. It could be concluded that the data was normal distribution.

c) Testing of Normality Students Motivation for Experimental group

Table 4.72

Students Motivation for Experimental group

One-Sample Kolmogorov-Smirnov Test

		Experiment
N		25
Normal Parameters[a,b]	Mean	135.64
	Std. Deviation	21.548
Most Extreme Differences	Absolute	.114
	Positive	.082
	Negative	-.114
Kolmogorov-Smirnov Z		.568
Asymp. Sig. (2-tailed)		.903

a. Test distribution is Normal.
b. Calculated from data.

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.903. Then the normality of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of asymptotic significance of experiment = 0.903 ≥ α= 0.05. It could be concluded that the data was normal distribution.

b. Homogeneity Test

In this study, researcher used Kruskal Wallis to test the homogeneity of variance.

Table 4.73

Test Statistics[a,b]

	Subject
Chi-square	50.989
df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test
b. Grouping Variable: ID

Based on the calculating used SPPS 18.0 program, the data showed the asymp. Sig was 0.000. The significant of statistic Kruskal Wallis was lower than 0.05 (0.000≤ 0.05). It meansthat the scores wereaccepted.

2. Testing Hypothesis

The researcher used One - Ways Anova to test the hypothesis with significance level α= 0.05. The researcher used manual calculation and SPSS 18.0 Program to test the hypothesis using One - ways Anova. The criteria of H_o is accepted when $F_{value} \leq F_{table}$, and the H_o is refused when $F_{value} \geq F_{table}$.

Then the criteria H_a is accepted when $F_{value} \geq F_{table}$, and H_a is refused when $F_{value} \leq F_{table}$. Or The criteria of H_o was accepted when the significant value ≥ 0.05, and H_o was refused when the significant value ≤ 0.05.

To make sure the manual calculation, SPSS 18.0 statistic program was conducted in this research.

Table 4.74

One-Way ANOVA manual calculation

ANOVA

Subject

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	62431.938	2	31215.969	133.354	.000
Within Groups	14513.200	62	234.084		
Total	76945.138	64			

Based on the SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom Between Groups (DFb)= 2 and Degree of Freedom Within Groups (DFw)= 62 (F_{table}=2.75). Then Fvalue was 133.354. It showed F_{value} was higher than Ftable (133.354 ≥ 2.75). So, H_o was refused and H_a was accepted. There was significant differences among groups after doing the treatment, with F_{value} = 133.354 and the significant level was lower than alpha (α) (0.00 ≤ 0.05).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer the research problems and test the hypotheses, researcher applied Post Hoc Test.

Table 4.75

Post Hoc

Multiple Comparisons

Subject
Tukey HSD

(I) ID	(J) ID	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
EG Writing Ability	CG Writing Ability	17.680*	4.997	.002	5.68	29.68
	Students Motivation	-55.560*	4.327	.000	-65.95	-45.17
CG Writing Ability	EG Writing Ability	-17.680*	4.997	.002	-29.68	-5.68
	Students Motivation	-73.240*	4.997	.000	-85.24	-61.24
Students Motivation	EG Writing Ability	55.560*	4.327	.000	45.17	65.95

	CG Writing Ability	73.240*	4.997	.000	61.24	85.24

*. The mean difference is significant at the 0.05 level.

The criteria of Ho is accepted when the significant value is higher than alpha (α) (0.05), and Ho is refused when the significant value is lower than alpha (α) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experimental class showed the significant value lower than alpha (0.002< 0.05). It means that there was significant effect of whiteboard animation toward writing ability. So, Ho was refused and Ha was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, experimental class showed the significant value was lower than alpha (0.002< 0.05). It means that there was significant effect of whiteboard animation toward writing ability. Thus, Ha was accepted and Ho was refused.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was lower than alpha (0.000< 0.05). It means that there was significant effect of whiteboard animation toward writing ability and students' motivation. Therefore, accepted and Ho was refused.

3. Interpretation of Result

Based on the result of the research, researcher interpreted that:

a. Teaching using whiteboard animation video was more effective on students' writing ability than teaching writing without using whiteboard

animation. It was shown that the result showed significant value was lower than alpha (0.002 lower ≤ 0.05).

b. Teaching using whiteboard animation was more effective on students' motivation than teaching writing without giving whiteboard animation. It was shown that the result showed significant value was lower than alpha (0.000 lower ≤ 0.05).

c. Teaching using whiteboard animation video was more effective on students' writing ability and motivation than teaching writing without using whiteboard animation. It was shown that the result showed significant value was lower than alpha (0.000 lower ≤ 0.05).

Thus, it concludes that using whiteboard animation video affect students' writing ability and students' motivation score of students' tenth grade in SMK Al-Ishlah Palangka Raya.

C. Discussion

The result of the data analysis showed that whiteboard animation gave significance effect on writing abilityat tenth grade in SMK Al-IshlahPalangka Raya. The students who were taught using whiteboard animationvideo got higher score than students who were taught without whiteboard animationvideo. According Beer (2012), there were statistically significant increases in students' environments in writing. Students found the video both entertaining and educational, and indicated that it caught and sustained their attantion. Treathment group students that opted not to watch the whiteboard

animation were more likely to have achieved their grade goals on the previous assignment than the students that watched the video.

To know whether the teaching learning using whiteboard animation video could improve students‘ writing descriptive or not, the researcherconducted pre-test and post-test. The researcher compares the result of the pre- test and post- test.

In the pre-test of experiment group there was most of the students got very low score and only seven students passed the test or got high score. There were students’ code E2 with final score 72, E4 with final score 72, E5 with final score 81, E11 with final score 76, E22 with final score 76, E24 with final score 81, and E25 with final score 72. Then, in control group the result of pre-test were most of the students got very low score. Only two students got high score, they were students’ code C5 with final score 70 and C6 with final score 70.

Based on the result of post-test in experimental group, there were most of the students passed the test. There were only two students got low score, they were students’ code E1 with score 61 and E18 with score 61. The other students passed the test, they were E2 with score 89, E3 with score 72, E4 with score 89, E5 with score 89, E6 with score 89, E7 with score 72, E8 with score 72, E9 with score 89, E10 with score 89, E11 with score 89, E12 with score 78, E13 with score 78, E14 with score 72, E15 with score 78, E16 with score 78, E17 with score 78, E19 with score 78, E20 with score 89, E21 with

score 78, E22 with score 89, E23 with score 78, E24 with score 89, and E25 with score 78.

According Al-Omairy et al (2015), they were reject the null hyphothesis and conclude that there was a statistically significant mean difference in learners' motivation level before and after implementing the whiteboard animation.

The result of the data analysis showed that whiteboard animation gave significance effect on students' motivationat tenth grade in SMK Al-IshlahPalangka Raya. The students who were taught using whiteboard animationvideo got high motivation than students who were taught without whiteboard animationvideo.

The data analyses showed in the table of questionnaire were used by Likert-Scale. There were two factors to measure using questionnaire, intrinsic and extrinsic factor. In the intrinsic factor, the final score of preference for challenge was 87, curiosity/interest was 86.6, independent mastery 80.3, independent judgement was 87.5, and internal criteria for success was 89.6. In the extrinsic factor, the final score of preference for easy work was 86.4, pleasing a teacher/getting grades was 92, dependence on teacher in figuring out problems was 85, reliance on teacher's judgment about what to do was 95, and external criteria for success was 96.4.

Although the experimental research showed a successful result, there were some weaknesses found in this research. In accordance with the students' writing in the first and second meetings, some students were still

careless in using verbs in the past form. They often wrote some verbs in the present form. As it was a descriptive writing instruction, they should have written the verbs in the past form. Some students often also did not have any idea to improving their descriptive theme. Based on Kramer and Bohrs (2016, p.263) they said to measure the effect of whiteboard animation, the researcher were asked to answer a series of questions related the topic on the video, followed by typical pre-test and post-test procedure. Concerning the measured learning effect, the preference for colored stimuli was explained by the fact that people more interest and focus on what they see than monoton stimuli that they get.

But all the weakness, the result of the data analysis showed that whiteboard animation video gave significance effect on writing abilityat tenth grade in SMK Al-IshlahPalangka Raya. The students who were taught using whiteboard animationvideo got higher score than students who were taught without whiteboard animationvideo.

CHAPTER V
CONCLUSION AND SUGGESTION

In this study, the writer described research finding that analysis used one-way ANOVA to know the significant different among groups. Then to answer the research problems, researcher conducted Post Hoc Test. Based on the researcher finding writer would be concluded Ha or Ho which would be accepted used in conducting the research. It was purposed to answer the problem of the study. Also the advantages of clustering can be explained based on the research finding.

A. Conclusion

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

The result of analysis showed that was significant effect of using whiteboard animation on writing ability and motivation at SMK Al-Ishlah Palangka Raya. The students who were taught using whiteboard animation video got score in pre-test with mean (59.80) and post-test was (80.08). Than those students were taught without usingwhiteboard animation video got score with mean (59.33) and post-test was (62.40). It can be concluded that the students' writing ability of the experimental group improved significantly from the mean score 59.80 to 80.08. It improved 20.28 point. And students' writing ability of the control group improved from the mean score 59.33 to 62.40. It slightly improved 3.07 point. Moreover, after the data calculated using ANOVA with 5% level of significant. It was found that the F observed was higher than Ftable with $\alpha = 0.05$.

Therefore, the hypothesis which says: “There is a significant effect of using whiteboard animationtoward writing ability and motivation” is accepted.

B. Suggestion

Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. Teacher
    a. The teacher should create all alternative in teaching English especially in writing.
    b. They should create good atmosphere in the classroom and make the students more active in the class.
    c. And also should be creative in using teaching media, to make the teaching- learning more effective.
2. Students
    a. The students should active in the class and also creative to get the point of teaching- learning process.
    b. The students should pay attention to what the teachers’ instruction and all the duty.
    c. The students should learn the material before it is taught by the teacher in the class so it will be easy for students to understand the materials.
3. Other Researcher
    a. The result of this study can be used an additional reference of further research with different discussion.
    b. The next researchers are able to combine the research using whiteboard animation to develop their English skill and students practice the media directly in the teaching learning activity.

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