

**THE EFFECTIVENESS OF ROUND ROBIN
BRAINSTORMING TECHNIQUE ON VOCABULARY
ACHIEVEMENT OF THE TENTH-GRADE STUDENTS AT
SMA NEGERI 5 LUWU UTARA**

A Thesis

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of
English Education*



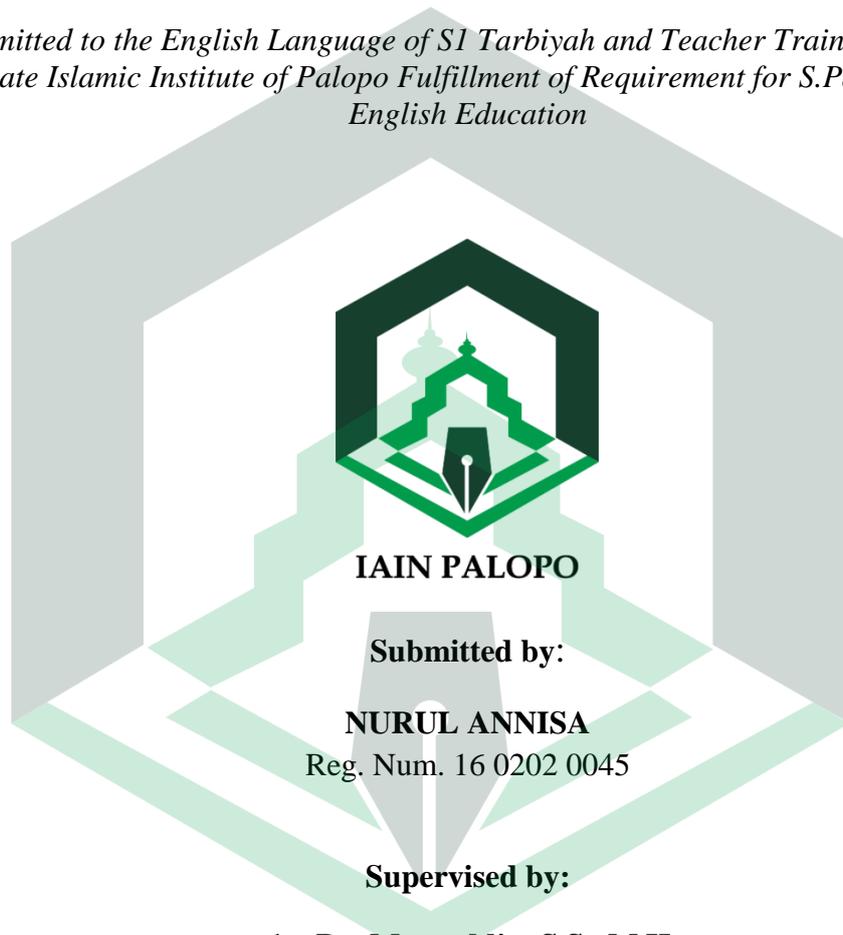
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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IAIN PALOPO

Submitted by:

NURUL ANNISA

Reg. Num. 16 0202 0045

Supervised by:

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Andi Tenrisanna Syam, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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Nama : Nurul Annisa
Nim : 16 0202 0045
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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NIM. 16 0202 0046

THESIS APPROVAL

This thesis, entitled “**The Effectiveness of Round Robin Brainstorming Technique on Vocabulary Achievement at the Tenth-Grade Students of SMA Negeri 5 Luwu Utara**” written by **Nurul Annisa, Reg. Number 16 0202 0045**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday January 4th 2021 M**, coincided with **Jumadil Awal 20rd 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

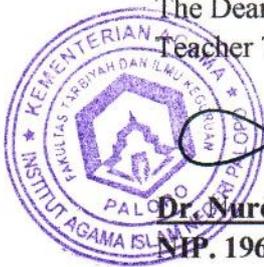
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COMMITTEE OF EXAMINATION

- | | | |
|--------------------------------------|-----------------|---------|
| 1. Andi Tenrisanna Syam, S.Pd., M.Pd | Trial Chairman | (.....) |
| 2. Dr. Masruddin, S.S., M.Hum | Trial Secretary | (.....) |
| 3. Amalia Yahya, S.E., M.Hum | Examiner I | (.....) |
| 4. Dewi Furwana, S.Pd.I, M.pd | Examiner II | (.....) |
| 5. Dr. Masruddin, S.S., M.Hum | Consultant I | (.....) |
| 6. Andi Tenrisanna Syam, S.Pd., M.Pd | Consultant II | (.....) |

Approved by;

a.n Rektor IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty



Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

Head of the Study Program
English Language Education



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

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نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ
الدِّينِ. أَمَّا بَعْدُ

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ABSTRACT

Nurul An nisa, 2020, "The Effectiveness of Round Robin Brainstorming Technique on Vocabulary Achievement at the Tenth-Grade Students of SMA Negeri 5 Luwu Utara". Thesis English Education Research Program in the State Islamic Studies Palopo. Supervised by: Masruddin and Andi Tenrisanna Syam.

The researcher focused on improving vocabulary achievement through the Round Robin Brainstorming technique at the seventh-grade students of SMA Negeri 5 Luwu Utara. The research question was: does the use of the round-robin brainstorming technique effectively improve the students' vocabulary achievement?. The aim of the research was to find out whether or not the use of Round Robin Brainstorming technique improve the vocabulary achievement of the students effectively. Pre-experimental research was used by the researcher. The population was the tenth-graders of SMA Negeri 5 Luwu Utara. The population amounted to 132 students. The Class X Ipa 1 sample consisted of 21 students. A vocabulary test was the resource of the research. The researcher gave the students a pre-test and a post-test. The data analyzed by using SPSS 22. The finding of this research shows that the use of the round-robin brainstorming technique effectively improves the students' vocabulary achievement. The students' result of the mean score in the pre-test was lower than the mean score in the post-test ($52.86 < 60.24$). The researcher found that p -value was 0.02 than the alpha was 0.05, therefore $p < \alpha$ ($0.02 < 0.05$). The researcher concludes that using the Round Robin Brainstorming technique is effective in improving students' vocabulary.

Keywords: Vocabulary achievement, Round robin brainstorming, Pre experimental Design

CHAPTER I INTRODUCTION

A. Background

Vocabulary is the collection of words that an individual knows.¹ Vocabulary plays an essential role in language teaching and learning. If learners master the vocabulary, they will be able to speak or write. Learners cannot do their English well if their vocabulary is very poor. Therefore, a student must have a lot of vocabulary to support the teaching and learning process.

However, vocabulary is still one of the biggest problems in learning English, especially for those who are just learning English. Different from the Indonesian language, which is obtained directly, English, which is obtained by way of learning, they must be practiced repeatedly. Some problems in mastering vocabulary are difficulties in memorizing vocabulary, how to read, and lack of practice in using English.

Based on the observations and interviews by the researcher at SMA Negeri 5 Luwu Utara, the researcher found several problems in the student's vocabulary mastery. Firstly, the students have a low ability to memorize vocabulary, and they lack practice using vocabulary because they are only given the task of memorizing vocabulary and then depositing them at the next meeting. Secondly, they have difficulties in pronouncing vocabulary. However, the teacher has taught the correct pronunciation, but they still have difficulty saying vocabulary. The students' vocabulary mastery was still relatively low, and only a few students

¹Carolin T Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill, 2005).

participated in researching English. Therefore, most of the students preferred to be silent and not fully participate in classroom activities. Some of the students also said the class was less in fun learning activities because they lacked strategy or games that interested students.²

The researcher recommends a learning method or technique on the basis of the above information that can help resolve these problems and make students more active in the teaching and learning process. This means making sure that students are not dominant in the class and that all students can be equally active in all activities. By inviting students to be interesting and cooperative activities, they will be more involved and motivated in speaking, and then they will be more confident in expressing ideas. There are many alternative techniques that can be used to interact with students in vocabulary mastery. The researcher is interested in proposing a Round Robin Brainstorming Strategy to resolve the problem.

Roestiyah (2008) states that Round Robin Brainstorming is one of the small group activities that provide equal opportunities for every student in the group to express ideas or information. Each student should share one idea in each cycle without anyone interrupting or criticizing it while speaking. After submitting ideas one by one, there will be a small discussion to evaluate all the ideas that are distributed, and then a recorder is in charge of recording each idea from the group members presenting the results of the discussion to the class.³

²Martha Tanan Matika', Interview by Nurul Annisa. *Students' ability in English subject Luwu Utara, Sulawesi Selatan*, (August 3, 2020).

³Roestiyah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2008).

The Round Robin Brainstorming Strategy is designed to encourage each member of the group to express various ideas recorded by the note-taker and then combined so that all members agree to make a final decision on the contribution.⁴

Round Robin Brainstorming will give some ways to resolve the problems in memorizing vocabulary. First, by a small grouping system and giving each student chance to speak or write one by one, in turn. Round robin brainstorming will provide a chance for students to participate actively in learning activities and make them have a possible and a variety of ideas that will be expanded. Besides, students will be trained to speak or write among their teammates. Second, No interrupting and debating ideas while speaking or writing will build their way of thinking in developing their coming ideas and minimize their fear in making speaking or writing mistakes, so they will express idea freely and openly until they can improve their confidence in learning because no one slaughters their words.

Based on the explanation above, the researcher is interested in conducting research entitled "*The Effectiveness of Round Robin Brainstorming Technique on Vocabulary Achievement at the Tenth-Grade Students of SMA Negeri 5 Luwu Utara.*"

In this research, the researcher focuses on improving vocabulary acquisition through the Round Robin Brainstorming technique at the tenth-grade students of SMA Negeri 5 Luwu Utara. This research is a part of applied English Language Teaching by discipline. The researcher focuses, by content, on content

⁴Utomo Dananjaya, *Media Pembelajaran Aktif* (Bandung: Nuansa Cendekia, 2011).

words (noun and adjective).

B. Research Question

Based on the background above, the research question is: Does the use of the round-robin brainstorming technique effectively improve the students' vocabulary acquisition at the Tenth-Grade Students of SMA Negeri 5 Luwu Utara?

C. Research Objective

The researcher intends to find out whether or not the use of the Round Robin Brainstorming technique effectively improves the students' vocabulary at the Tenth-Grade Students of SMA Negeri 5 Luwu Utara.

D. Research Significances

The result of this research is expected to be useful, theoretically, and practically. Theoretically, this research is to enrich the theory of teaching English vocabulary.

Practically, this research brings benefit to:

- a. The teacher: This research is expected to give a contribution to the English teacher in exploring his/her teaching technique of English, especially in teaching vocabulary.
- b. The students: From this research, the students are intended to be able to increase their learning motivation and vocabulary mastery.
- c. Another researcher: the researcher hopes that another researcher will enlarge knowledge in teaching English and will become a basic consideration and information to do further research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Based on the research entitled "Improving Speaking Skill through Round Robin Brainstorming Strategy for the Eleventh-Grade Students at MA Darut Taqwa Suci" (2016) by Nurul Khiromah. Classroom action research was the design of the study. She aimed to find out how Round Robin Brainstorming strategy can be used in teaching vocabulary to the Eleventh-Grade Students at MA Darut Taqwa Suci. The data are collected through observation; the data obtained are qualitative. Instruments of the research are observation checklist, field note, and test. The results showed that the Brainstorming Round Robin strategy was effective in teaching speaking to eleventh-grade students of MA Darut Taqwa Suci, it was shown by the average post-test scores of the students. The mean score of students in the pre-test was 65.66; the score increased in the post-test with a score of 74.95. This increase was also evidenced by student achievement in class. At the first meeting, some students could not participate in class activities well. It was also declining at the second meeting. Until the fourth meeting, in the teaching-learning process, the students performed well at several stages. They illustrate motivation and participation well. Based on the research findings, it can be concluded that the Round Robin Brainstorming technique can increase the ability of students to speak.⁵

⁵Nurul Khiromah, *Improving Speaking Skills through Round Robin Brainstorming Strategy for the Eleventh Grade Students at MA Darut Taqwa Suci* (Gresik: University of Muhammadiyah Gresik, 2016).

The similarity between this research and the research above is that both use the round-robin exchange method in their teaching. The difference between this research and the above research is that class X students of SMA Negeri 5 Luwu Utara Utara are the research subjects, while the research subjects above are students of class XI MA Darut Taqwa Suci. In addition, researchers used various types of instruments to collect data. The research instrument that the researcher uses is the observation sheet, tests, and documentation. At the same time, the research above uses an observation checklist, field notes, and tests.

Siti Surati (2015), through her research entitled "Using Round Robin Brainstorming to Improve Students' Ability in Reading Narrative Text" (A Classroom Action Research of the Eighth Grade Students of S.M.P. Islam Sudirman Ambarawa in the Academic Year of 2014/2015). This research was aimed at enhancing the ability of the students to read the narrative text by using the Round Robin Brainstorming method in S.M.P. Islam Sudirman Ambarawa's Eight Grade Students in the 2014/2015 academic year. In the academic year of 2014/2015, the subjects were S.M.P. Islam Sudirman Ambarawa Eight Grade Students. The researcher used observation, tests, and documentation. The researcher used the field note as the observation tool to find out the students' motivation, and the test was used to find out students' acquisition. The result of this action research showed that Round-Robin Brainstorming could improve students' ability in reading narrative text.⁶

⁶Siti Surati, 'Using Round Robin Brainstorming to Improve Students' Ability in Reading Narrative Text', 2015, 1–81.

The difference between this research and the research above is the research above using classroom action research and use observation, test, and documentation in collecting data, while this research use pre-experiment and using pre-test and post-test in collecting data.

Khusnul Khotimah (2012), through her research entitled "The Use of Round Robin Brainstorming to Improve Students' Listening Skill at the Tenth Grade of SMK Negeri Karanganyar in the Academic Year 2011/2012". This research is intended to explain whether or not the round-robin technique is effective in improving listening skills for students. Experimental research in this report. The population of this research consists of 120 students, is the 10th-grade students of SMKN Karanganyar in the academic year 2011/2012. The researcher took two classes as a sample, first as an experimental group and second as a control group. It was a pre-test and post-test research instrument. The researcher gave a pre-test to each group before giving treatment using round-robin brainstorming and without it. Both groups were given a post-test at the end of the experiment. The results of the study showed that there is a significant difference between the experimental group and the control group. It can be known from the t-test analysis that the t-value was 2.519. The T table used was 0.05, and the t table was 1.990. with $df n_1+n_2-2 = 40+40-2=78$. It can be known that the t value was higher than the t table ($2.519 > 1.990$) based on that computation. In other words, the use of round-robin brainstorming is effective in teaching listening.⁷

⁷Khusnul Khotimah, *The Use of Round Robin Brainstorming to Improve Students' Listening Skill at the Tenth Grade of SMK Negeri Karanganyar* (Muhammadiyah University of Purworejo, 2020).

The difference between this research and the research above is that the researcher above took two classes as the sample, the first class as the experimental group and the second class as the control group, while the researcher only took one class as the sample.

Isti Faizah (2012), through her research entitled "The Speaking Ability of the Eleventh Grade Students of SMA 1 Mejobo Kudus in the Academic Year 2011/2012 Taught by Using Round Robin Brainstorming". This research aims to determine whether there is a significant difference in the speaking skills of class XI students of SMA 1 Mejobo Kudus in the academic year 2011/2012 before and after being taught by the Round Robin Brainstorming method. This research is quantitative experimental research. Data collected through recording. The research instrument was an oral test. Researchers gave a pre-test before doing treatment using Round Robin Brainstorming and gave a post-test after the treatment. The sample of this research was thirty-three students of class XI IPS 1. After processing the data found, it was concluded that there was a significant difference in the speaking ability of class XI students of SMA 1 Mejobo Kudus in the Academic Year of 2011/2012 before and after learning using Round Robin Brainstorming.⁸

The difference of this research above is the technique of data analysis using quantitative experimental and this research using SPSS 22 for windows evaluation. Besides that, the researcher used different types the instruments in

⁸Isti Faizah, *The Speaking Ability of the Eleventh Grade Students of SMA 1 Mejebo Kudus in Academic Year 2011/2012 Taught by Using Round Robin Brainstorming* (University of Muria Kudus, 2012).

collecting data. The instrument of this research is pre-test and post-test, while the research above uses an oral test.

Jenna Maghfira Swari Apriyadi Putri (2018), through her research entitled "The Influence of using Round Robin Technique towards students' vocabulary mastery at the Eighth Grade of SMPN 5 Bandar Lampung at First Semester in the academic year of 2018/2019" This research aimed to know whether there is a significant influence of the using the round robin technique towards student's vocabulary mastery. This research is quasi experimental design. Speaking test was used by the researchers to collect the data. The population was the eighth-graders of SMPN 5 Bandar Lampung. The sample of the research was two classes consist of 60 students. After processing the data, it was concluded that there was a significant influence of using Round Robin Technique towards students' vocabulary mastery.⁹

The difference between this research and the research above is that the above using quasi experimental design, meanwhile this research using pre-experiment research.

B. Some Pertinent Ideas

1. Concept of Vocabulary

Vocabulary is one of the language elements needed in English. Vocabulary is the most important element in the learning process, mastery, and use of language. Vocabulary is a collection of words in English that are used to express

⁹Jenna Maghfira Swari Apriyadi Putri, *The Influence of Using Round Robin Technique towards Students' Vocabulary Mastery at the Eighth Grade of SMPN 5 Bandar Lampung at First Semester in the Academic Year of 2018/2019* (Raden Intan State Islamic University Bandar Lampung, 2018).

ideas, emotions, and information to others. According to Hiebert, vocabulary is knowledge about the meaning of words. We need to master vocabulary to be able to use language. In researching vocabulary, we must understand the meaning of the word itself and be able to use it in sentences. Vocabulary is one of the many problems in teaching English as a foreign language. Vocabulary is the foundation or foundation of a language.¹⁰

The base of language is vocabulary. The language needs to be mastered very well. Aitchison says vocabulary is a collection of words known to a person or other eternity, or that are components of a specific language. An individual's vocabulary is defined as the collection of all the words that are understood by that person when developing new phrases.¹¹

In English, there are four types of vocabulary, and Fries categorizes English words into four groups, namely:¹²

- a. Content words represent a noun as the name of targets or things, like animal, vehicle, and marketplace, for example. A verb is an action of certain things, such as eating, walking, and working. An adjective is, for example, large, lovely, smooth, and easy, the quality of these things. An adverb is an expression of meaning like frequency, degree, manner, and place, tomorrow, quick, behind, for example.

¹⁰Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Mahwa, New Jersey: Lawrence Erlbaum Associates, 2005).

¹¹Jean Aitchison, *New Media Language* (London and New York: Routledge, 2001).

¹²Charles C Fries, *Teaching and Learning English as a Foreign Language* (Michigan: University of Michigan Press, 1945).

- b. Function words are those words used as a means of expressing the sentence structure relation, such as conjunction, preposition (on, to of), pronouns (both, for, but) (he, we).
- c. Substitute words are those that represent individual objects or specific acts as substitutes for whole words from word classes (anyone, somebody, anybody).
- d. Distributed words that are distributed as the relative importance of noun and negative in use according to the grammatical matter, such as either, either, and neither.

Based on the explanation, there are four kinds of English vocabulary; content words, function words, alternative words, and distributed words. Thus it can be concluded that vocabulary is words that have meaning in every word and can be used to exchange information from speakers/researchers to listeners/readers in communication. Therefore, students must learn vocabulary well, so they are able to master the language (speaking, writing, listening, and reading).

In this research, the researcher focuses on the word of content because this group includes the vocabulary of real objects, professions, and activities, in particular nouns and adjectives. In addition to in the classroom, content words can be used well. Even though other kinds of words, such as word function, word substitution, and word distribution, could not be used well because of their limited meaning.

a. Types of Vocabulary

Hadfield said vocabulary is categorized into two types. Active vocabulary is the first type. It refers to things that can be properly used by the student in speaking or writing, and it is often referred to as active vocabulary. It's, in fact, difficult to take into practice. Students must understand how to pronounce them well, how to use grammar, how and when to understand collocations, and how to understand the word's intended connotations in active vocabulary. In speaking and writing skills, this style is sometimes used. At the same time, passive vocabulary is the second form of vocabulary. In the sense of reading or listening, this vocabulary refers to language objects that can be recognized and understood; it's called receptive vocabulary. Passive or knowing language consists of words that are understood by people.¹³ We use vocabulary to clearly express our ideas, feelings, motivations, and information to people. In this research, vocabulary is the ability of students to learn various types of words or groups of words such as nouns, verbs, adjectives that are usually used in everyday life, and students understand how to use them specifically and in general in their daily life.

Nation has been divided vocabulary in the specific reference, such as:¹⁴

- 1) Receptive vocabulary: understanding a word and can recognize it when it is heard (what is the sound like?) or when it is taken into consideration (what does it look like and anticipating the phrase's grammatical pattern to occur. This means being able to differentiate it from a word with a similar shape and being able to decide whether or not the word sounds right.

¹³Jill Hadfield, *Intermediate Vocabulary Games* (Harlow: Longman, 1999).

¹⁴I.S.P Nation, *Teaching and Learning Vocabulary* (Massachusetts: Heinle & Heinle Publishers, 1990).

- 2) Productive vocabulary: understanding a word that can pronounce, how to write, and how to spell, how to use it along with the word in the grammatical pattern generally collocates with it. It also includes not using the word too much as it is normally a low-frequency word and using it in a suitable situation, using the word to represent what it means, and being able to think of suitable alternatives for the word if there is any.

Aebersold and Field classified vocabulary into two terms; they are:¹⁵

- 1) Active vocabulary refers to things that the learner can use accurately as productive vocabulary in speaking or writing, but it is more difficult to put into practice. It means that students are required to be aware of how to pronounce it well in order to use the productive vocabulary, they need to learn and be able to use the grammar of the language target, they are also expected to know collocation and understand the connotation that the words mean.
- 2) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also known as receptive vocabulary. Passive vocabulary or comprehension consists of the words understood by the people when they read and listen.

b. Teaching Vocabulary

Teaching is a process where teachers and students share information or knowledge in the classroom, outdoors, or indoors. In the vocabulary teaching process, good techniques are needed to help students understand the meaning and

¹⁵Aebersold Jo Ann, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997).

use of these words more easily. Gnainoska (1998: 12) states that when the teacher can handle the learning process by integrating available teaching methods, teaching vocabulary can be meaningful. It is assumed that the approach used will be more fun and inspiring so that students do not get bored and be appealing to students in the teaching and learning process.¹⁶ This research will take only two elements of vocabulary, nouns, and adjectives.

The explanation above is following the statement in the Qur'an surah Al-'Alaq [96:1-5]:¹⁷

العلق
The Clot
Segumpal darah

1. Read in the name of your Lord who created
1. Bacalah dengan (menyebut) nama Tuhan-mu yang menciptakan,
اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

2. He created the human being from Alaq (an embryo)
2. Dia telah menciptakan manusia manusia dari segumpal darah.
خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)

3. Read, and your Lord is owner of the Greatest Honor.
3. Bacalah, dan Tuhan-mulah yang Maha Mulia.
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

3. Bacalah, dan Tuhan-mulah yang Maha Mulia.
الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

¹⁶Anna Gnainoska, 'Teaching Vocabulary in Colour', *English Teaching Forum*, 36.3 (1998).

¹⁷ Abu Bakr al Shatri, 'The Noble Qur'an', p. Al-Alaq [96:1-5] <en.noblequran.org>.

4. He taught with a pen.

4. Yang mengajar (manusia) dengan pena.

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمَ (٥)

5. (He has) taught the human being what he did not know.

5. Dia mengajarkan manusia apa yang tidak diketahuinya.

In Sutarjo's Classification, there are five possible ways of teaching vocabulary; They are (a) Teaching vocabulary through creativity. The teacher allows students to decide what they want to learn. Teachers can use techniques that allow students to be innovative in producing vocabulary, such as displaying pictures, puzzles, offering keywords, games, etc. (b) Teaching vocabulary through context clues, the teacher can use context clues in word recognition by finding out the meaning of a word based on cues in the surrounding context, for example by providing antonyms, synonyms, etc. (c) Teaching vocabulary through translation. This technique is seen as an ancient technique, but it has proven to be quite effective. In this technique, the teacher teaches the meaning of words through translation, for example, the word "run" in Indonesian, which means "berlari." (d) Teaching vocabulary through guessing, the teacher can motivate students to guess the word first then consult. In order to guess the right word, a student needs to have a good reason. The teacher can draw five pictures on the blackboard, then the teacher recites a word and asks one of the students to show the meaning of the picture. (e) Teaching vocabulary through derivation, this technique requires the

teacher to involve four classes of words based on their position in the English sentence pattern. The teacher can provide nouns, verbs, adjectives, and adverbs.¹⁸

c. Teaching English with Round Robin Brainstorming

Learning with round-robin brainstorming emphasizes the formulation of a group within a group consisting of 4-5 students. Some of the groups that will be the first group mention the words in turns and the other group respond with the other ideas that will be presented by teachers. After the teacher gives the material, then the teacher gives an example to set the word and provide information about the material and how to apply them in round-robin brainstorming in their group. This brainstorming variation implies little verbal intervention between the group members and therefore restricts the power of stronger personalities. Many people met individuals who appeared to monopolize the conversation in brainstorming sessions. Reconciliation is in the hand of the facilitator when this occurs.¹⁹

Barkley said that in teaching and learning methods, the round-robin has certain procedures; some of them followed. The round-robin brainstorming approach was invented to prevent getting the conversation hijacked by a handful of individuals.²⁰

- 1) All the participants sit around a table. In order to record ideas on their own individual card, each has an index card. The beginning is this.

¹⁸Sukirah Sutarjo, *Reading Technique for College Students* (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988).

¹⁹Eka Ogol, 'The Use of Brainstorming Round Robin to Improving Vocabulary Ability', *Academia Edu*, 2015
<https://www.academia.edu/31496603/The_Use_of_Brainstorming_Round_Robin_to_Improving_Vocabulary_Ability> [accessed 3 December 2020].

²⁰ E Barkley Elisabeth, *Collaborative Learning Techniques* (Bandung: Nusa Media, 2012).

- 2) As effectively as possible, the facilitator explains the challenge and provides themes, answers questions, and keeps the discussion to a minimum. The aim of this move is that members should think of answers by themselves.
- 3) Each member writes as many vocabulary words on their card as possible
- 4) After everyone is finished writing on their index cards, their single concept, this can be accomplished by passing the index card on either side to the individual so that all cards shift clockwise or counterclockwise, or simply switching cards randomly.
- 5) Now each person holds another team member's card and must come up with fresh ideas by building on what he has got.
- 6) The card swapping continues until all the team members remaining have earned the card.
- 7) Ideas are tested in accordance with the priorities and their viability. Don't throw away the principles that didn't make the cut. Store them, and when the same problem happens or when you have better resources to make them happen, some could prove very useful.
- 8) As a personal note, the researcher also feels that it can carry the feeling of problem-solving into the team and bond the members by holding a conversation and building ideas together. In the round-robin brainstorming, this is what seems to be missing.
- 9) The facilitator should attempt a warm-up session as a solution to getting the session monopolized by stronger personalities before the real problem is

brought to the table. Not only does it ease tension and put everyone into the mood of problem-solving, but it also gives the facilitator an understanding of the group dynamics.

2. Concept of Round Robin Brainstorming

Brainstorming is usually called sharing opinions, according to Roestiyah. Brainstorming is a type of discussion for all discussion participants to gather ideas, perspectives, facts, expertise, and experiences. In addition to the discussion, where the opinions of an individual may be felt or commented on by other participants (supported, resolved, decreased, or rejected), whereas the viewpoint of a person is not perceived or commented on in the brainstorming process. The aim of brainstorming is to gather views, data, and experiences from all similar or different participants. The end result is an awareness map, experience map, or mind map for joint analysis.²¹

Brainstorming is a type of discussion that matches or meets exactly. Where each group member is expected in a relatively short time to produce as many ideas as possible, these ideas are then abstracted and deepened so that it can be inferred that they can be followed up.²²

Spencer Kagan stated that Round Robin Brainstorming is an activity in which each student has to express their opinions in group discussions based on the subject in turn. In this way, to find the best answer, all students should contribute

²¹Roestiyah.

²²Dananjaya.

ideas to others. Teamwork enables them to have several potential ideas to be created.²³

From some of the definitions above, it can be concluded that the Round Robin Brainstorming method is one type of instructional mastery technique, namely small teamwork consisting of 4-6 students in each group, where each team member have to come up with ideas and exchange opinions according to the theme given by the teacher who is limited in a short time.

a. The Advantages of Round Robin Brainstorming

The aim of Round Robin Brainstorming is to obtain a number of ideas from participants without tight criticism within a relatively short time. There are some benefits that can be obtained from this technique by the team; there are:²⁴

- 1) It increases the concern and engagement of participants. Participants will be concerned about the topic given and what they want to respond to by using this technique rules. They're going to make an effort to think and say something.
- 2) In a relatively short time, it creates several ideas. In a short time, it teaches students to think quickly. Each student in a group will gather several ideas.
- 3) It decreases the ability of the individual to dominate the debate. The participants should share in turn, one by one, and once in each cycle, they should communicate ideas.

²³Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* (California: San Clemente, 2009).

²⁴ Vincent Brown and others, 'Modeling Cognitive Interactions During Group Brainstorming', *Small Group Research*, 1998 <<https://doi.org/10.1177%2F1046496498294005>>.

- 4) It decreases the risk among the participants of the production of negative thoughts. A positive atmosphere among students in a community will not be generated by criticizing and assessing opinions. They can know that their peers respect what they share.

b. The Rules of Round Robin Brainstorming

When the teacher utilizes good rules, the implementation of the Round Robin Brainstorming technique will be effective. There are several guidelines for implementing the Round Robin Brainstorming Technique, according to Namken and Rapp, as seen below:²⁵

- a. In turn, students speak. Rotate the antipodes from the right to the left side in the direction of the clockwise rotation.
- b. One opinion in each cycle is expressed by each student. Every student is not allowed to express his opinion before his turn arrives.
- c. Group members should not criticize or evaluate ideas while other members are speaking.
- d. Students who don't have an idea can say "continue" or "next."
- e. The cycle will continue until no ideas are presented, and the allotted time is up.

According to Clark, after gathering a few ideas, participants should:²⁶

- a. One by one, consider ideas.

²⁵Namken, J. C. and G. W. Rapp, "Strategic Planning Handbook for Cooperatives", United States Department of Agriculture, December 25, 2019, <http://www.rurdev.usda.gov/RBS/pub/cir48.pdf>

²⁶Clark, D. (2000). Brainstorming. August 27, 2007, <http://www.nwlink.com/~donclark/perform/brainstorm.html>

- b. It is possible to combine similar ideas, though unclear ideas should be asked of participants who share ideas.
- c. Decision making should be achieved after discussing and evaluating ideas.
- d. Fill in the ideas that have been agreed upon.
- e. Reach a conclusion.

c. The Procedures of Round Robin Brainstorming

Spencer Kagan proposes the procedures of implementing Round Robin Brainstorming as following:²⁷

- a) Students are divided into small groups. Each group is made up of 4-6 students.
- b) The teacher suggests the rule after having a group and asks each team to choose one student as a recorder and others as an opinion conveyor.
- c) The teacher pronounces the topic/ question, which has to be discussed in a group. There must be several potential answers to the topic/question.
- d) After the teacher announces the time to start and finish, the students can also discuss the discussion. The time given is approximately 5 minutes.
- e) Sharing opinions can be finished in several cycles before the "think-time" is up, and ideas must be exchanged by everyone.
- f) A small discussion is held after "think-time" is over to consider the opinions collected. The recorder reads what he has noted (all views transmitted by all members of the group) and discusses them with his/her teammates.

²⁷Kagan and Kagan.

- g) The correct decision would be decided upon. The last session is a presentation that will be completed by each group's recorder. In turn, they were the result of discussion before the class, while other groups are approved to provide feedback

The researcher will modify the steps in procedures Round Robin Brainstorming, there are;

- a) Students will be divided into small groups. There are 4-6 students in each group
- b) The teacher introduces the rules after having a group, and the teacher gives the opportunity for each group to select a roll of paper containing one category (for example, classroom nouns) to be addressed in the group.
- c) The students sit in a circle and take turn write down things that fall into that category for 3-5 minutes.
- d) In several cycles, it is possible to express ideas before the "think-time" is over, and everyone must share ideas.
- e) The last session is a presentation to be made by members of each group.

C. Conceptual Framework

The conceptual framework shows the process of the researcher in using the round robin brainstorming technique to improve the students' vocabulary acquisition. Round Robin Brainstorming Technique is an effective way to teach students' vocabulary. It can make students more active in learning process. Round Robin Brainstorming Technique make students are not dominant in the class, and will provide a chance for students to participate actively in learning activities and

make them have a possible and a variety of ideas that will be expended. So, Round Robin Brainstorming Technique will be more effective to teach vocabulary in learning.

In this research use the pre-experimental research. It aims to improve students' vocabulary through Round Robin Brainstorming technique. In teaching and learning activity, many factor that can improve the students' vocabulary, one of them is using Round Robin Brainstorming technique. The output of the research is that the students can improve their vocabulary about noun and adjective. Besides that, there is a significant improvement in the students' vocabulary.

The conceptual framework in this research is shown in the diagram:

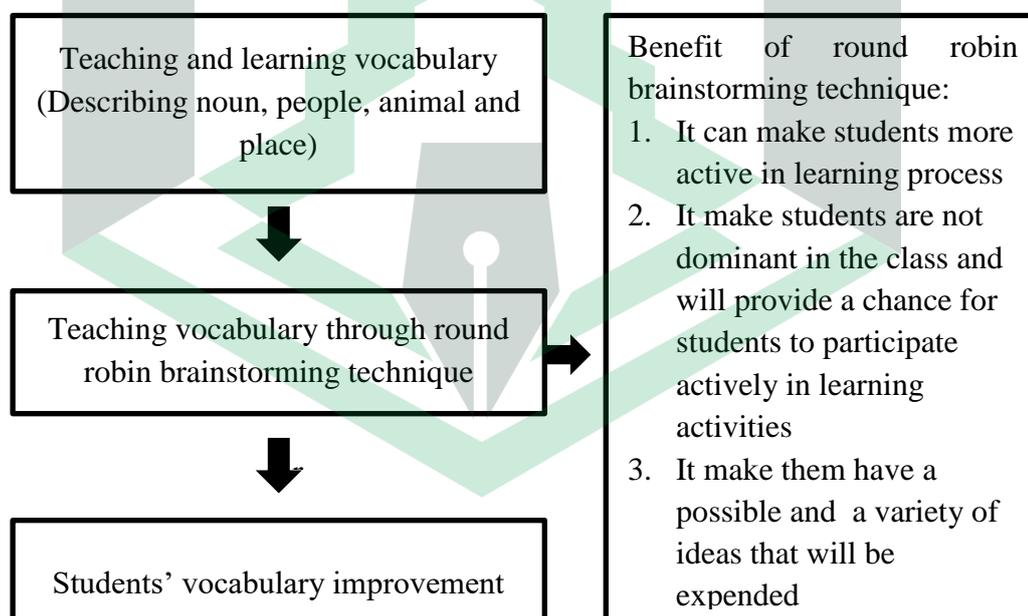
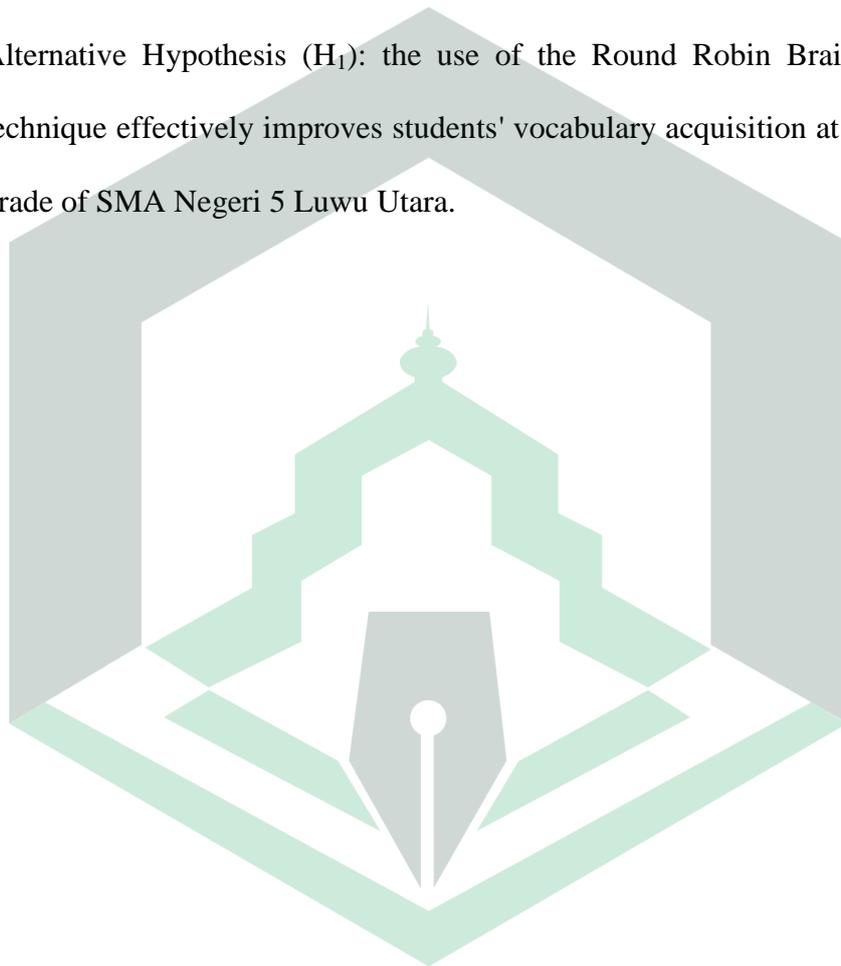


Figure 2.1. Conceptual framework

D. Hypothesis

The hypothesis of this research was formulated as follow:

1. Null Hypothesis (H_0): the use of the Round Robin Brainstorming technique does not effectively improve students' vocabulary acquisition at the tenth-grade of SMA Negeri 5 Luwu Utara.
2. Alternative Hypothesis (H_1): the use of the Round Robin Brainstorming technique effectively improves students' vocabulary acquisition at the tenth-grade of SMA Negeri 5 Luwu Utara.



CHAPTER III RESEARCH METHOD

A. Research Design

In this research, the researcher used pre-experiment because the researcher wanted to know whether round-robin brainstorming was effective in improving students' vocabulary. Cohen and Mark E (2005) stated that in experimental design, there are three stages of research procedures conducted by the researcher²⁸. The researcher followed basic experimental steps but did not use a control group. Before any real experimental research, pre-experimental research serves as the precursor or preparation process. This research used a pre-experimental design because, in the form of a one-group pre-test and post-test design, it has little or no control of external variables. This research used pre-test and post-test to see the result of the treatment. The pre-test and post-test design of one group requires a single group that is pre-tested (Y1), subjected to treatment (X), and then re-tested (Y2). Comparing pre-test and post-test scores decides the success of the treatment.

The design of One Group Pre-test-Post-test is as follows:

Y1	X	Y2
Pre-test	Treatment	Post-test

²⁸Ronald Jay Cohen and Mark E. Swerdik, *Physiological Testing and Assessment: An Introduction to Test and Measurement* (New York: McGraw Hill, 2005).

B. Place and Time of the Research

The research was conducted to tenth grade students of SMA Negeri 5 Luwu Utara which located in Kelurahan Marobo, Kecamatan Sabbang, Kabupaten Luwu Utara, since 28th of August 2020 until 11th of September 2020.

C. Definition of Term

1. Vocabulary acquisition

Vocabulary acquisition is the students' ability to mastering vocabulary, which is indicated by the score they gain in the test.

2. Round Robin brainstorming technique

The Round Robin Brainstorming Technique is one type of cooperative learning method in which students are divided into several groups consisting of 4 until 6, where each member has the same opportunity to come up with ideas.

D. Research Variables

1. Dependent Variable

The dependent variable is the improvement of students' vocabulary mastery. Vocabulary mastery refers to the ability to describe things, people, animals, and places.

2. Independent Variable

The independent variable is a round-robin brainstorming technique. Round robin brainstorming technique is a cooperative learning method that involves all group members to come up with their own ideas.

E. Population and Sample

The population of this research was the tenth-grade students of SMA Negeri 5 Luwu Utara. There were six classes. Each class had a different number of students. The total number population was 132 students. The researcher chose one class as her sample, namely class X Ipa 1. There were 21 students. The students consisted of 3 males and 18 females. The three classes were taught by the same teacher in the academic year 2020/2021.

F. Procedures of Collecting Data

This research was conducted at SMA Negeri 5 Luwu Utara, where the authors took one class to be a sample, then processed it in the experimental class using a round-robin brainstorming technique. Experimental learning has been carried out for six meetings, namely four meetings for experimental learning and two meetings for giving pre-test and post-test. During experimental learning, researchers used a round-robin brainstorming technique in teaching vocabulary. Here are the details for each meeting in the experimental class:

1. Pre-test

In giving the pre-test, the researcher first introduced herself as well as possible while telling the students the reasons for her attendance. The researcher asks the students' condition and what they learned at the last meeting. Then the researcher explained to the students what they would do at the next meeting. Finally, the researcher gave the pre-test to the students for 60 minutes to find out the students' abilities before being given the treatment. The test was multiple-

choice items; the number of questions was 20 items consisting of questions about nouns and adjectives.

2. Treatment

The treatment has been carried out for four meetings; the technique is applied to teach a descriptive text to the students by using Round Robin Brainstorming. The procedures were as follow:

Pre-teaching

- a) The researcher opened the class.
- b) The researcher gave the students motivation.
- c) The researcher explained the learning procedure for the meeting.
- d) The researcher asked some oral questions related to the topic and prepared students to research the topic.

Whilst-teaching

- a) The researcher explained the material about the classroom description of things
- b) In the classroom, the researcher gave students a chance to mention things.
- c) Students have been divided into small groups. There are 4-6 students in each group,
- d) The teacher proposed the rules after having a group, and the teacher gave the opportunity for each group to select a roll of paper containing one category (e.g., nouns in the classroom) to be discussed in the group.

- e) The students sit in a circle and take turn write down things that fall into that category for 3-5 minutes.
- f) It is possible to share opinions in several cycles until the "think-time" is over, and everyone must share ideas.
- g) The last session is a presentation that has been carried out by the representatives of each group.
- h) The researcher discussed the students' answers.

Post-teaching

- a) The researcher gave feedback and comments about students' activities in the class.
- b) The researcher closed the class

3. Post-Test

After the treatment, the researcher gave 20 multiple-choice test items for 60 minutes on nouns and adjectives to recognize the vocabulary acquisition of the students.

G. Research Instrument

The instrument of this research was a vocabulary test, where the test was multiple-choice items. The numbers of the questions were 20 items. The test was used to measure students' abilities. The pre-test in this research was used to find the pre-existing ability of the students. Meanwhile, the post-test was used to recognize the improvement after treatment was given to the students.

H. The Technique of Data Analysis

The researcher analyzed data by using procedures as follows:

1. Analyzing the pre-test and post-test raw data. - of the correct answers from the students received 1 point, and the wrong answer received 0.
2. Using the following formula to translate the raw scores to a maximum score of 100.

$$\text{score} = \frac{\text{the total of students' correct answer}}{\text{the total of items}} \times 100$$

3. Converting the students' achievement into values.
4. Classify the student score into the score category below.

The students' test score in pre-test and post-test were classified into the following score:²⁹

Table 3.3. The Classification Score for Test

1	90 – 100	Excellent
2	80 – 89	Good
3	70 – 79	Adequate
4	60 – 69	Inadequate/unsatisfactory
5	Below 60	Failing/unacceptable

5. Using SPSS 22 to evaluate windows, analyze the mean score, standard deviation, frequency table, and t-test (dependent sample t-test) between the result of the mean score of students in the pre-test and post-test.

²⁹H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco: Longman, 2004).

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The results of the analysis indicate the result of the statistically evaluated data. It measures the students' pre-test and post-test results, the percentage of student scores, the mean score, and the standard deviation from the students' pre-test and post-test.

The researcher discussed the results of the pre-test that had been done prior to treatment. The pre-test was held from 08:40 until 09:50 am on Friday, 28 August 2020, and the post-test was held from 09:00 until 10:30 am on Friday, 11 September 2020. In the tables, the researcher presents the data and calculates the score by using the program SPSS 22. The pre-test classification of the student's score can be seen in Table 4.1 below:

Table 4.1. The Classification of Students' Vocabulary Score in the Pre-test and Post-test

No	Classification	Score	PRE-TEST		POST-TEST	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	90-100	-	0 %	-	0 %
2	Good	80-89	1	4.8 %	2	9.5 %
3	Adequate	70-79	1	4.8 %	8	38.1 %
4	Inadequate/ Unsatisfactory	60-69	6	28.6 %	2	9.5 %
5	Failing/ Unacceptable	Below 60	13	61.9 %	9	42.9 %

Total	21	100.0 %	21	100.0 %
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Based on table 4.1 shows that in the pre-test there were none of the students (0%) obtained excellent, and there was one student (4.8%) who obtained good, there was one student (4.8%) who obtained adequately. There were six students (28.6%) who obtained inadequate/unsatisfactory and 13 students (61.9%) who obtained failing/unacceptable. Based on the data, it can be seen on the table that the students obtained inadequate/unsatisfactory and failing/unacceptable more than the students obtained adequate and good, which means that the students' vocabulary acquisition is still low. While in Post-test, there were none of the students (0%) who obtained excellent, and there were two students (9.5%) who obtained good. The other showed that there were eight students (38.1%) who obtained adequate. There were two students (9.5%) who obtained inadequate/unsatisfactory and nine students (42.9%) who obtained failing/unacceptable, which means there is an increase after gave treatment.

After classifying the students' score, the mean score of the students' correct answer can be seen in the following table:

Table 4.2 The Mean Score of Students' Correct Answer in Pre-test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	21	25	85	52.86	13.926
POST-TEST	21	35	85	60.24	15.690

Table 4.2 shows that the students' minimum score is 25 in the pre-test, and the highest score is 85. In addition, it also means that the mean score in the Pre-test for student vocabulary tests is 52.86, and the standard deviation is 13.926.

While the students' minimum score is 35 in the post-test, and the maximum score is 85. Furthermore, it also shows that the mean score in the Post-test for student vocabulary tests is 60.24, and the standard deviation is 15.690.

Table 4.5. The Comparison between Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	52.86	21	13.926	3.039
	POST-TEST	60.24	21	15.690	3.424

Table 4.5 shows that the mean pre-test score for the students was 52.86, and the mean post-test score was 60.24. The pre-test standard deviation was 13.92, and the post-test standard deviation was 15.690. The researcher concludes from the comparison of the pre-test and post-test students that there is an improvement in the scores of students after teaching using the round-robin brainstorming technique.

Table 4.6. The Paired Sample Test of Pre-test and Post-test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST POST-TEST	-7.381	9.698	2.116	-11.795	-2.967	-3.488	20	.002

By using SPSS 22, the hypothesis was tested. In this case, for a paired sample t-test, the researcher used a t-test (significance test), which is a test to know the significant difference between the results of the mean scores of students in the pre-test and post-test.

The result of a statistical analysis of the significance of level 0.05 with the degree of freedom (df) = N-1, where N=21, df=20. The probability value was

smaller than the $0.02 < 0.05$ alpha (α) value. It means that the alternative hypothesis (H1) has been accepted, and the null hypothesis (H0) has been rejected. It means that there was a difference in teaching vocabulary before and after using the round-robin brainstorming technique. Therefore, the researcher concluded that the round-robin brainstorming technique effectively improves the students' vocabulary acquisition.

B. Discussion

From the data analysis, the objectives of the research were to determine whether there was an effect of the use of the Round Robin Brainstorming technique on vocabulary mastery of class X students of SMA Negeri 5 Luwu Utara.

Based on the research method, the teaching-learning process is divided into three stages. Before being taught using the Round Robin Technique, the first stage was giving a pre-test to students to determine the student's vocabulary mastery. The second stage was to provide students with treatment; using the Round Robin Technique; the treatment is to describe an object. The last phase was to give a post-test. Twenty-one students were given a test to determine vocabulary mastery after they were treated using the Round Robin brainstorming method. During the teaching and learning process applying the Round Robin Technique, students are more active in the learning process.

Based on the results of the vocabulary test, students' scores after being taught using the Round Robin technique were 14 students obtained a higher score on the post-test, but there were five students who obtain the same score on the

pre-test and post-tests, and two students obtain a lower score on the post-test. Some students said that because there were new vocabulary words that they didn't know at all, it was difficult to answer some questions and some students were still less active in the learning process, and the students were unfocused on the explanation of the researcher. These obstacles caused by students were still uninterested in learning vocabulary. There will be an interest when the learners' needs, capacities, and skills are a good match for the demands offered by a specific activity. So, the learners' interest show in an activity or an area of knowledge forecasts how much they will present to it and how they process, understand, and keep thinking about it. The result of this finding is similar to Hidayat (2016), who found that the students who were participating in his research have inferior vocabulary achievement because, during his research, they did not bring an English dictionary and ignored him when he explained the material.³⁰

Round Robin Brainstorming is usually used to teach speaking, reading, and writing, but in this research, the authors used Round Robin Brainstorming to improve students' vocabulary and use music as time duration, slightly different from the usual Round Robin Brainstorming game procedures. The researcher divides the students into groups, and a paper is given to each group. Each group will describe one word they receive, and all members will have the opportunity to discuss and write a summary of the word they receive. After the time runs out, one of the group members will read the results of their discussion.

³⁰ Nur Hidayat, 'Improving Students' Vocabulary Achievement Throught Word Game', *Jurnal of English Educators Society*, 1.2 (2016), 95–104.

Based on the research that has been done, it was found that the Round Robin Brainstorming technique in learning vocabulary can motivate students to learn vocabulary. They are more active because each member has a turn to write. In addition, the use of music as duration of time also makes them more excited, although sometimes they have difficulty finding some words in the offline dictionary because there is a word limit in the offline dictionary. To implement Round Robin Brainstorming in class, an offline or online dictionary is needed for each student because, in reality, Round-Robin Brainstorming will be difficult to implement if students do not have a dictionary because students will have difficulty making sentences if they do not use a dictionary.

The use of the technique in the teaching-learning process is very important because, according to Laurence (n.d.), a Round-Robin Brainstorming benefit is that a group uses other student's ideas to raise even more ideas without being affected by assertive or vocal members of the team. Another benefit of this technique is that it also ensures that every student in the group gets an equal chance to present their ideas.³¹ A technique will assist the teacher in teaching more easily and helping the more enjoyed students creates an attractive, enjoyable, and engaging learning atmosphere. Round Robin brainstorming is one of the methods that are simple and interesting to use in teaching vocabulary. Kagan and Kagan (2009) cited Round Robin Brainstorming as an activity in which, in turn, each student should express opinions in a group discussion based on the subject given. By doing so, students will add suggestions to others in order

³¹Matthew Laurence, *Creativity in the Context of Education*. Retrieved from <https://sites.google.com/a/sas.edu.sg/creativity-in-the-context-of-education/idea-generation-tools/round-robin-brainstorming>

to find the best solution. Teamwork helps them to have several potential thoughts that will be extended.³²

This research is in line with Faisah (2012) who found that after she taught speaking skills by using round robin brainstorming to the Eleventh-grade students of SMA 1 Mejobo Kudus, the students' speaking skills significance got improvement, the difference between Faizah and Reseracher's research is that she used quantitative experimental while the researcher used pre-experiment. Putri (2018) who stated that Round Robin Brainstorming Technique Influence the vocabulary mastery of the Eighth-Graders of SMPN 5 Bandar Lampung, the difference between Putri's research and the Researcher is that Putri used a quasi-experimental while the researcher uses the pre-experiment. Nopita (2014) also stated that students who were taught using the Round Robin Brainstorming Technique got better scores than students who were taught without using the Round Robin Brainstorming Technique, The difference between Novita's research and Researcher is that Nopita uses quasi experimental while the researcher uses pre-experiment.³³ According to Sripradith (2019), the usage of Round Robin Brainstorming assisted the learners in getting involved more and therefore improving their ability to research and intercommunicate in English.³⁴

The Round Robin brainstorming technique definitely shows real effectiveness in teaching vocabulary based on the above explanation because it

³²Kagan and Kagan.

³³ Wike Nopita, *The Influence of Round Robin Brainstorming Technique in Improving Students' Vocabulary (An Experimental Study at the Seventh-Grade Students of SMPN 1 Situraja-Sumedang)* (Bandung: State Islamic University of Sunan Gunung Djati Bandung, 2014).

³⁴Raweewat Sripradith, 'An Investigation of the Round Robin Brainstorming in Improving English Speaking Ability Among Nakhonphanom University's Second Year Students in Thailand', *Journal of Education and Learning*, 8.4 (2019).

can help SMA Negeri 5 Luwu Utara 10th grade students develop their vocabulary acquisition.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher should conclude on the basis of the results and discussion that using the Round Robin Brainstorming technique is effective in enhancing the vocabulary of students at SMA Negeri 5 Luwu Utara's tenth grade. It could be proved by the results of this analysis between the average score of the pre-test and post-test students. The students' mean score was 52.86 in the pre-test, and the students' mean score was 60.244 in the post-test. In addition, the t-test of the student's vocabulary acquisition can also be shown to be lower than $\alpha = (0.02 < 0.05)$. This implies the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1).

B. Suggestion

The research score finding showed that it is significantly different from the scores of the students before and after the Round Robin Technique. Some suggestions, as wants to follow, are addressed to students, teachers, and future researchers:

1. For the students

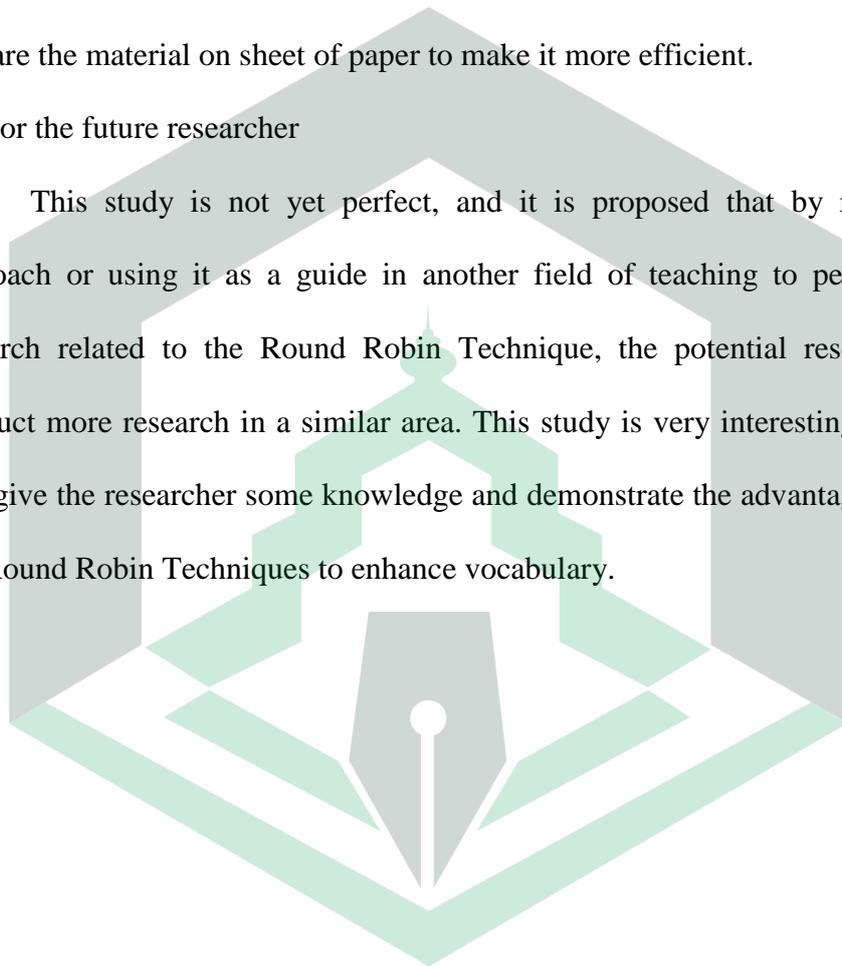
Learning through the round-robin brainstorming technique will be more effective if students prepare an bilingual dictionary or an online English dictionary as a tool during learning.

2. For the teacher

The Round Robin Technique can be used in the classroom to teach vocabulary in order to be successful in teaching vocabulary. Teachers should use more innovative media when applying these techniques to students, create more demanding rules so that students are more interested in learning English and prepare the material on sheet of paper to make it more efficient.

3. For the future researcher

This study is not yet perfect, and it is proposed that by refining the approach or using it as a guide in another field of teaching to perform more research related to the Round Robin Technique, the potential researcher can conduct more research in a similar area. This study is very interesting because it will give the researcher some knowledge and demonstrate the advantages of using the Round Robin Techniques to enhance vocabulary.



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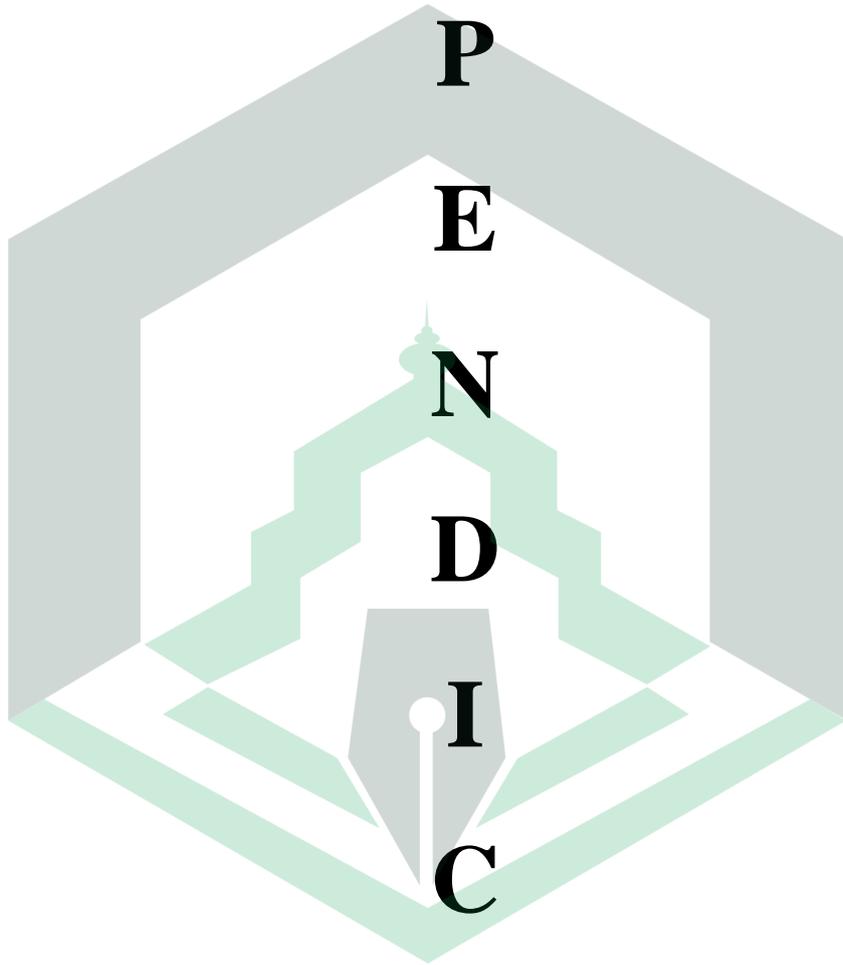
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Nama : Ade Kriswanto

Kelas : X Ipa 1

Petunjuk:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pembelajaran bahasa inggris di dalam kelas anda. Mohon diisi dengan sebenar-benarnya.
2. Jawaban tidak akan mempengaruhi nilai bahasa inggris anda.

isiian pertanyaan dibawah ini dengan sebenar-benarnya!

1. Apakah anda menyukai pelajaran bahasa inggris?

Jawaban:

Ya saya menyukai bahasa inggris karena dengan bahasa inggris kita bisa tau apa yang dikatakan oleh orang asing / bule

2. Apakah anda memahami materi pelajaran bahasa inggris yang diajarkan oleh guru?

Jawaban:

Kadang saya memahami kadang juga tidak memahami materi yang diajarkan karena banyak kata yang tidak saya tau

3. Apakah anda menyukai pembelajaran bahasa inggris dengan metode yang telah diajarkan/dilakukan oleh guru?

Jawaban:

saya kadang suka jika materinya mudah dipahami

4. Apakah anda kesulitan dalam belajar bahasa inggris?

Jawaban:

saya kesulitan dalam belajar bahasa inggris karena banyak kata yang tidak saya ketahui - dan kesulitan dalam membaca

Nama : NESHA APRILIA PUTRI

Kelas : X IPA 1

Petunjuk:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pembelajaran bahasa inggris di dalam kelas anda. Mohon diisi dengan sebenar-benarnya.
2. Jawaban tidak akan mempengaruhi nilai bahasa inggris anda.

Isilah pertanyaan dibawah ini dengan sebenar-benarnya!

1. Apakah anda menyukai pelajaran bahasa inggris?

Jawaban:

saya kurang menyukai bahasa inggris, karena tulisan dan cara bacanya berbeda

2. Apakah anda memahami materi pelajaran bahasa inggris yang diajarkan oleh guru?

Jawaban:

saya memahami pelajaran bahasa inggris, jika guru menggunakan bahasa indonesia dalam menjelaskan

3. Apakah anda menyukai pembelajaran bahasa inggris dengan metode yang telah diajarkan/dilakukan oleh guru?

Jawaban:

kadang saya tidak suka karena, cara belajarnya itu - itu saja.

4. Apakah anda kesulitan dalam belajar bahasa inggris?

Jawaban:

saya kesulitan dalam penulisan, cara baca dan artinya.

Nama : MUDHAINDA

Kelas : XIIPA I

Petunjuk:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pembelajaran bahasa inggris di dalam kelas anda. Mohon diisi dengan sebenar-benarnya.
2. Jawaban tidak akan mempengaruhi nilai bahasa inggris anda.

Isiian pertanyaan dibawah ini dengan sebenar-benarnya!

1. Apakah anda menyukai pelajaran bahasa inggris?

Jawaban:

Saya menyukai bahasa inggris karena, bahasa inggris adalah pelajaran yang menarik

2. Apakah anda memahami materi pelajaran bahasa inggris yang diajarkan oleh guru?

Jawaban:

saya biasa memahami pelajaran jika guru menjelaskan & menggunakan bahasa indonesia

3. Apakah anda menyukai pembelajaran bahasa inggris dengan metode yang telah diajarkan/dilakukan oleh guru?

Jawaban:

Ya saya menyukainya.

4. Apakah anda kesulitan dalam belajar bahasa inggris?

Jawaban:

saya kurang mengerti jika ibu guru memberikan penjelasan dengan bahasa inggris karena banyak bahasa inggris yang tidak saya ketahui

LESSON PLAN

Treatment 1

Subject : Descriptive Text (Describing things)
Class : X Ipa 1
Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through Round Robin Brainstorming, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning.

B. LEARNING ACTIVITIES

1. The teacher opens the class by giving greetings and motivation.
2. The teacher introduces herself, checks student attendance, and explains the material to be discussed.
3. The teacher explains about describing things in the classroom.
4. The teacher gives students a chance to mention things in their classroom.
5. The teacher will explain about Round Robin Brainstorming.
6. The teacher divided the student into small groups. Each group consists of 4-6 students
7. After having a group, the teacher proposes the rules, and the teacher gives the opportunity for each group to choose a roll of paper that contains one category (for example nouns in the classroom) that they will write down as much as possible.
8. The students sit in a circle and take turn write down items that fall into that category on the paper. The time given is around 3-5 minutes.
9. Sharing opinions can be done in many cycles until the "think-time" is up, and all must share ideas.
10. Each group attaches the paper that has been done on the board, and then the teacher and students together check the results of the exercise that has been done.
11. The teacher gives feedback and comments on the students' activities in the class.
12. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation.

Knowledge assessment: test/exercise results.

Describing things in my classroom

This is a table

The table is brown

It has four legs

It is made of wood

We use it to study



List of Vocabulary

Nouns

Classroom : Ruang kelas

Marker: Spidol

Chair: Bangku

Pen: Pulpen

Book: Buku

White Board: Papan Tulis

Cup Board: Lemari

Picture: Gambar

Broom: Sapu

Legs: kaki

Wood: Kayu

Bag: tas

Adjective

Black : Hitam

White : putih

Yellow : Kuning

Red : Merah

Blue : Biru

Green : Hijau

Brown : Coklat

Gray : Abu-abu

Hard : keras

Big : besar

Small : kecil

Long : panjang

Tall : tinggi

Short : pendek

Verb

Research : Belajar

Write : Menulis

Read : membaca

Clean : membersihkan

Sit : duduk

Keep : menyimpan

LESSON PLAN

Treatment 2

Subject : Descriptive Text (Describing animals)

Class : X Ipa 1

Time Allocation : 45 minutes

A. LEARNING OBJECTIVE

Through Round Robin Brainstorming, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

B. LEARNING ACTIVITIES

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces herself, checks student attendance, and explains the material to be discussed.
3. The teacher explains about describing animals.
4. The teacher gives students a chance to mention animals and their characteristics that they know.
5. The teacher will explain about Round Robin Brainstorming.
6. The teacher divided the student into small groups. Each group consists of 4-6 students
7. After having a group, the teacher proposes the rules, and the teacher gives the opportunity for each group to choose a roll of paper that contains one word (for example, a cat). Then they will make simple sentences related to cats.
8. The students sit in a circle and take turn write down items that fall into that category on the paper. The time given is around 3-5 minutes.
9. Sharing opinions can be done in many cycles until the "think-time" is up, and all must share ideas.
10. The last session is a presentation that will be carried out by representatives of each group. The group that writes the most vocabulary gets extra points.
11. The teacher and students together check the results of the exercise that has been done.
12. Asking the students about their understanding of the vocabulary they are taught.
13. Giving the test.
14. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation.

Knowledge assessment: test/exercise results.

Descriptive Text about Animal



Elephants are the largest land animal in the world. They are herbivores. They eat grass, leaves, and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called a trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.

Nouns

Fur (bulu)	Eyes (mata)
Hair (rambut)	Beak (paruh)
Eyes (mata)	Wings (sayap)
Snout (moncong)	Feathers (bulu unggas)
Paw (kaki)	Scales (sisik)
Tail (ekor)	Horn (tanduk)
Whiskers (kumis)	Legs (kaki)
Claw (kuku/cakar)	Fang (taring)
Nose (hidung)	Grass (rumput)
Ears (telinga)	Leaves (daun)

Adjectives

Furry (berbulu)	Wild (liar)
Poisonous (beracun)	Large (besar)
Dangerous (berbahaya)	Heavy (berat)
Tame (jinak)	Noisy (berisik)
Clever (pintar)	Flying (terbang)
Tiny (kecil)	Beautiful (indah/cantik)

Cute (lucu)

Long (panjang)

Short (pendek)

Thick (tebal)

Thin (tipis)

Strong (kuat)

Smooth (halus)

Sharp (tajam)

Verb

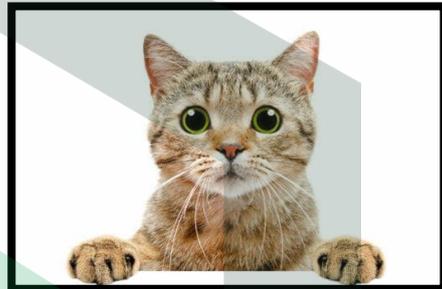
Eat (makan)

Lift (mengangkat)

Fly (terbang)

Run (berlari)

Jump (lompat)



LESSON PLAN

Treatment 3

Subject : Descriptive Text (Describing people)

Class : X Ipa 1

Time Allocation : 45 minutes

A. CORE COMPETENCIES

1. Living and practicing the teachings of the religion they adhere to
2. Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and proactive and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in the world.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems
4. Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. BASIC COMPETENCIES

1. Analyze social functions, structures text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historically famous, according to the context of their use.
2. Compose simple oral and written descriptive texts about people, tourist attractions, and buildings historic famous, with pay attention to purpose, text structure, and linguistic elements, correctly and according to context.

C. LEARNING OBJECTIVE

Through Round Robin Brainstorming, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

D. LEARNING ACTIVITIES

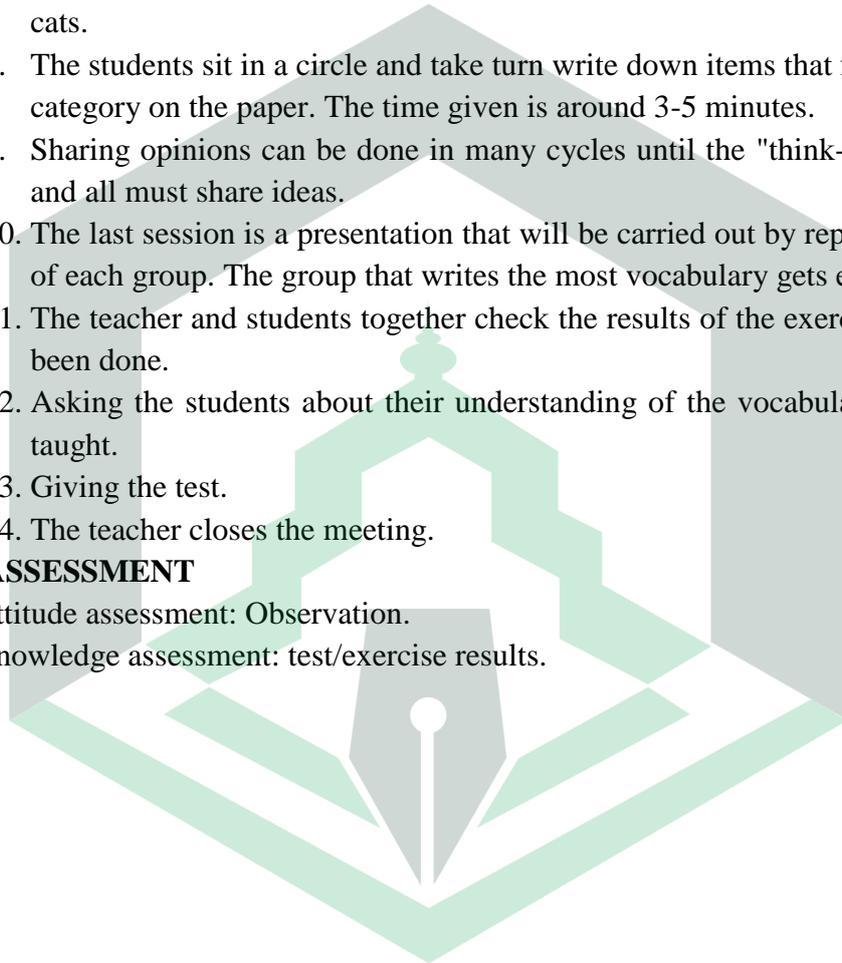
1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces herself, checks student attendance, and explains the material to be discussed.
3. The teacher explains about describing people

4. The teacher gives students a chance to mention characteristics and appearance that they know.
5. The teacher will explain about Round Robin Brainstorming.
6. The teacher divided the student into small groups. Each group consists of 4-6 students
7. After having a group, the teacher proposes the rules, and the teacher gives the opportunity for each group to choose a roll of paper that contains one word (for example, a cat). Then they will make simple sentences related to cats.
8. The students sit in a circle and take turn write down items that fall into that category on the paper. The time given is around 3-5 minutes.
9. Sharing opinions can be done in many cycles until the "think-time" is up, and all must share ideas.
10. The last session is a presentation that will be carried out by representatives of each group. The group that writes the most vocabulary gets extra points.
11. The teacher and students together check the results of the exercise that has been done.
12. Asking the students about their understanding of the vocabulary they are taught.
13. Giving the test.
14. The teacher closes the meeting.

E. ASSESSMENT

Attitude assessment: Observation.

Knowledge assessment: test/exercise results.



Descriptive Text about Someone



Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on 19 December 1994. She has thin lips, an oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people. Her hobbies are singing, swimming, writing, and playing a musical instrument. She can play the piano and guitar. She likes to create a song using guitar and piano

Vocabularies

1. smart = pintar
2. fat = gemuk
3. thin = kurus
4. ugly = jelek
5. boring = membosankan
6. calm = tenang
7. chubby = gemuk
8. clever = pandai
9. smart = pintar
10. stupid = bodoh
11. slim = langsing
12. tall = tinggi
13. short = pendek
14. curly hair = rambut keriting
15. straight hair = rambut lurus
16. short hair = rambut pendek
17. long hair = rambut panjang
18. wavy hair = rambut bergelombang
19. white skin = kulit putih
20. pointed nose = hidung mancung
21. flat nose = hidung pesek

LESSON PLAN

Treatment 4

Subject : Descriptive Text (Describing place)

Class : X Ipa 1

Time Allocation : 45 minutes

A. CORE COMPETENCIES

1. Living and practicing the teachings of the religion they adhere to
2. Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and proactive and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in the world.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems
4. Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. BASIC COMPETENCIES

1. Analyze social functions, structures text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historically famous, according to the context of their use.
2. Compose simple oral and written descriptive texts about people, tourist attractions, and buildings historic famous, with pay attention to purpose, text structure, and linguistic elements, correctly and according to context.

C. LEARNING OBJECTIVE

Through Round Robin Brainstorming, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

D. LEARNING ACTIVITIES

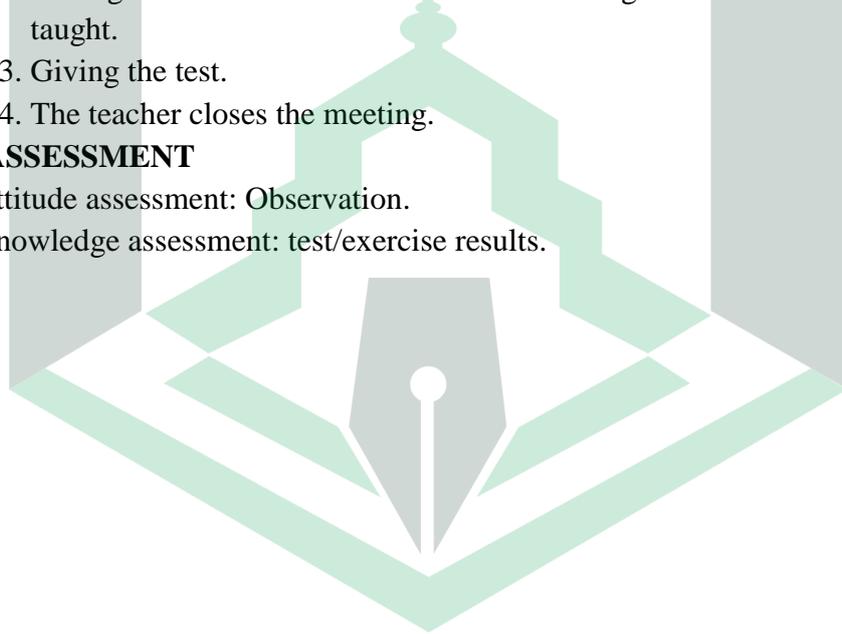
1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces herself, checks student attendance, and explains the material to be discussed.
3. The teacher explains about describing a place.
4. The teacher gives students a chance to mention a place that they know.

5. The teacher will explain about Round Robin Brainstorming.
6. The teacher divided the student into small groups. Each group consists of 4-6 students
7. After having a group, the teacher proposes the rules, and the teacher gives the opportunity for each group to choose a roll of paper that contains one word (for example, a cat). Then they will make simple sentences related to cats.
8. The students sit in a circle and take turn write down items that fall into that category on the paper. The time given is around 3-5 minutes.
9. Sharing opinions can be done in many cycles until the "think-time" is up, and all must share ideas.
10. The last session is a presentation that will be carried out by representatives of each group. The group that writes the most vocabulary gets extra points.
11. The teacher and students together check the results of the exercise that has been done.
12. Asking the students about their understanding of the vocabulary they are taught.
13. Giving the test.
14. The teacher closes the meeting.

E. ASSESSMENT

Attitude assessment: Observation.

Knowledge assessment: test/exercise results.



Describing Places



Toraja is one of the beautiful places in Indonesia. It has mountainous rows and green hills, so that the place is rich in nature tourism. In this place, you can see ancient traditions such as Rambu Solo. Rambu Solo is a funeral ceremony in the place. The ceremony will be held for days and spend so much money. People in Tana Toraja have beliefs that as long as they're not burry, the deceased is the one who is ill. Usually, people who have died will be given formalin so that it can prevent decompose quickly while Rambu Solo is running.

Vocabulary:

Ancient = Kuno/langka

Beautiful = Indah

Boring = Membosankan

Crowded = Penuh sesak

Charming = Indah

Exciting = Menyenangkan

Expensive = Mahal

Famous = Terkenal

Fantastic = Fantastis

Fascinating = Menarik

Huge = Besar/luas

Historic = Bersejarah

Lively = Hidup

Popular = Terkenal

Polluted = Tercemar

Touristic = Wisata

Peaceful = Damai

Stunning = Menakjubkan

Noisy = Berisik

Rural = Pedesaan

Mountainous=Pegunungan

Fertile = Subur

Ancient = Kuno/langka

Crowded = Penuh sesak

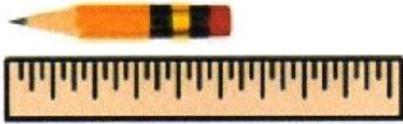
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Name : Tio Utami

Class : X IPA 1

Direction: Choose the correct answer from the option a, b, c, or d!

1. Look at the picture below! The pencil is..., but the ruler is long.



- a. Short
- b. Large
- c. Big
- d. Expensive

2. I...short, but my father is tall

- a. are
- b. is
- c. am
- d. has

3. We often watch ... in the evening.

- a. Newspaper
- b. Magazine
- c. Radio
- d. Television

4. What is the antonym of slim or thin? It is...

- a. Small
- b. Fast
- c. Fat
- d. Short

5. A ... makes some food.

- a. Teacher
- b. Chef
- c. Doctor
- d. Lawyer

6. My mother usually slices some meat with a ...

- a. Stick
- b. Knife
- c. Fork
- d. Spoon

7. Nita : Edi, your new shoes are so fit in your You look charming and cool.

Edi: Thank you Nita.

- a. Body
- b. Feet
- c. Finger
- d. Hand

8. Students have to wear uniform to go to

- a. School
- b. Bed
- c. Mall
- d. Party

9. You can find in your bag.

- a. Pillow
- b. Knife
- c. Stone
- d. Eraser

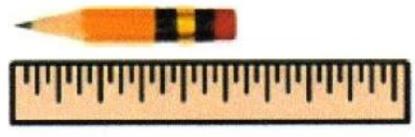
10. My grandmother is a tailor. She makes
- | | |
|----------|--|
| a. Books | <input checked="" type="checkbox"/> Chairs |
| b. Foods | d. Clothes |
11. Mr. Dedi is a doctor. He works in ...
- | | |
|--|-----------|
| a. Hotel | c. School |
| <input checked="" type="checkbox"/> Hospital | d. Office |
12. Which word is an **Adjective** ?
- | | |
|---------|--|
| a. Run | c. Lovely |
| b. Love | <input checked="" type="checkbox"/> Food |
13. My students always studying.
- | | |
|----------|--|
| a. Big | <input checked="" type="checkbox"/> Diligent |
| b. Small | d. Lazy |
14. Luna is celebrating her birthday. Now Luna feels
- | | |
|---|----------|
| a. Angry | c. Easy |
| <input checked="" type="checkbox"/> Sad | d. Happy |
15. The carpet is I want to clean it
- | | |
|----------|---|
| a. Large | <input checked="" type="checkbox"/> Dirty |
| b. Shiny | d. Soft |
16. Sugar is, but honey is sweeter than sugar.
- | | |
|---|-----------|
| a. Salty | c. Smooth |
| <input checked="" type="checkbox"/> Small | d. sweet |
17. Tina's bicycle is broken. Tina is really now.
- | | |
|----------|---|
| a. Charm | <input checked="" type="checkbox"/> Sad |
| b. Happy | d. Confused |
18. Ariana is a girl, so many boys like her.
- | | |
|---|------------|
| <input checked="" type="checkbox"/> Beautiful | c. Crazy |
| b. Bad | d. Foolish |
19. Superman is the most ... hero.
- | | |
|-----------|--|
| a. Stupid | c. Shy |
| b. Slow | <input checked="" type="checkbox"/> Strong |
20. The table is ... (*persegi*).
- | | |
|---------|--|
| a. Oval | <input checked="" type="checkbox"/> Triangular |
| b. Boxy | d. Square |

$$\frac{12}{20} \times 600 = \underline{60}$$

Name : ~~Melinda~~ MELINDA IMELDA TAYO
 Class : X IPA 1

Direction: Choose the correct answer from the option a, b, c, or d!

1. Look at the picture below! The pencil is..., but the ruler is long.



- a. Short
- b. Large
- c. Big
- d. Expensive

2. I...short, but my father is tall

- a. are
- b. is
- c. am
- d. has

3. We often watch ... in the evening.

- a. Newspaper
- b. Magazine
- c. Radio
- d. Television

4. What is the antonym of slim or thin? It is...

- a. Small
- b. Fast
- c. Fat
- d. Short

5. A ... makes some food.

- a. Teacher
- b. Chef
- c. Doctor
- d. Lawyer

6. My mother usually slices some meat with a ...

- a. Stick
- b. Knife
- c. Fork
- d. Spoon

7. Nita : Edi, your new shoes are so fit in your You look charming and cool.

- Edi: Thank you Nita.
- a. Body
 - b. Feet
 - c. Finger
 - d. Hand

8. Students have to wear uniform to go to

- a. School
- b. Bed
- c. Mall
- d. Party

9. You can find in your bag.

- a. Pillow
- b. Knife
- c. Stone
- d. Eraser

10. My grandmother is a tailor. She makes

- a. Books
- b. Foods

- c. Chairs
- d. Clothes

11. Mr. Dedi is a doctor. He works in ...

- a. Hotel
- b. Hospital

- c. School
- d. Office

12. Which word is an **Adjective** ?

- a. Run
- b. Love

- c. Lovely
- d. Food

13. My students always studying.

- a. Big
- b. Small

- c. Diligent
- d. Lazy

14. Luna is celebrating her birthday. Now Luna feels

- a. Angry
- b. Sad

- c. Easy
- d. Happy

15. The carpet is I want to clean it

- a. Large
- b. Shiny

- c. Dirty
- d. Soft

16. Sugar is, but honey is sweeter than sugar.

- a. Salty
- b. Small

- c. Smooth
- d. sweet

17. Tina's bicycle is broken. Tina is really now.

- a. Charm
- b. Happy

- c. Sad
- d. Confused

18. Ariana is a girl, so many boys like her.

- a. Beautiful
- b. Bad

- c. Crazy
- d. Foolish

19. Superman is the most ... hero.

- a. Stupid
- b. Slow

- c. Shy
- d. Strong

20. The table is ... (*persegi*).

- a. Oval
- b. Boxy

- c. Triangular
- d. Square

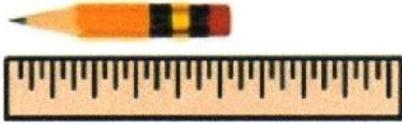
$$\frac{10}{20} \times 100 = 50$$

Name : NUR AULIA RIZKY

Class : X IPA 1

Direction: Choose the correct answer from the option a, b, c, or d!

1. Look at the picture below! The pencil is..., but the ruler is long.



- a. Short
- b. Large ✓
- c. Big
- d. Expensive

2. I...short, but my father is tall

- a. are
- b. is
- c. am ✗
- d. has

3. We often watch ... in the evening.

- a. Newspaper
- b. Magazine
- c. Radio ✗
- d. Television

4. What is the antonym of slim or thin? It is...

- a. Small
- b. Fast
- c. Fat ✗
- d. Short

5. A ... makes some food.

- a. Teacher
- b. Chef
- c. Doctor ✗
- d. Lawyer ✗

6. My mother usually slices some meat with a ...

- a. Stick
- b. Knife ✓
- c. Fork
- d. Spoon

7. Nita : Edi, your new shoes are so fit in your You look charming and cool.

- Edi: Thank you Nita.
- a. Body
 - b. Feet ✓
 - c. Finger
 - d. Hand

8. Students have to wear uniform to go to

- a. School ✓
- b. Bed
- c. Mall
- d. Party

9. You can find in your bag.

- a. Pillow
- b. Knife
- c. Stone ✗
- d. Eraser

10. My grandmother is a tailor. She makes
- a. Books
 - b. Foods
 - c. Chairs
 - d. Clothes
11. Mr. Dedi is a doctor. He works in ...
- a. Hotel
 - b. Hospital
 - c. School
 - d. Office
12. Which word is an **Adjective** ?
- a. Run
 - b. Love
 - c. Lovely
 - d. Food
13. My students always studying.
- a. Big
 - b. Small
 - c. Diligent
 - d. Lazy
14. Luna is celebrating her birthday. Now Luna feels
- a. Angry
 - b. Sad
 - c. Easy
 - d. Happy
15. The carpet is I want to clean it
- a. Large
 - b. Shiny
 - c. Dirty
 - d. Soft
16. Sugar is, but honey is sweeter than sugar.
- a. Salty
 - b. Small
 - c. Smooth
 - d. sweet
17. Tina's bicycle is broken. Tina is really now.
- a. Charm
 - b. Happy
 - c. Sad
 - d. Confused
18. Ariana is a girl, so many boys like her.
- a. Beautiful
 - b. Bad
 - c. Crazy
 - d. Foolish
19. Superman is the most ... hero.
- a. Stupid
 - b. Slow
 - c. Shy
 - d. Strong
20. The table is ... (*persegi*).
- a. Oval
 - b. Boxy
 - c. Triangular
 - d. Square

$$\frac{17}{20} \times 100 = 85$$

Name : Tia utami

Class : x mipa 1

Direction: Choose the correct answer from the option a, b, c, or d!

1. We clean the floor with ...

- a. Chair
- b. Table
- ~~✗~~ c. Broom
- d. Pen

2. I often listen some news from the ...

- a. Newspaper
- b. Magazine
- ~~✗~~ c. Radio
- d. Television

3. To protect your head, you need

- a. Sandals
- ~~✗~~ b. Hat
- c. Clothes
- d. Shoes

4. The teacher writes on the....

- a. Window
- b. Floor
- ~~✗~~ c. Whiteboard
- d. Door

5. What do you use when going to write?

- a. Pen
- b. Bag
- c. Shoes
- d. Clothes

6. Ali : What is your father's job?

Boy : He is a.... . He flies the plane.

- a. Doctor
- b. Teacher
- c. Farmer
- ~~✗~~ d. Pilot

7. Something that you can find in your classroom is a

- a. Pillow
- ~~✗~~ b. whiteboard
- c. Television
- d. Sofa

8. The Rabbit has smooth

- ~~✗~~ a. Paw
- b. Tail
- c. Fur
- d. Eyes

9. The bird has a....

- a. Hands
- ~~✗~~ b. Wings
- c. Scales
- d. Fang

10. Snakes have long

- a. Eyes
- b. Feet
- c. Nose
- ~~✗~~ d. Body

11. The has scales .

- a. Fish
- b. Cow

- c. Cat
- d. Rabbit

12. The cat has ... eyes .

- a. Long
- b. Beautiful

- c. Large
- d. Smooth

13. Ana is a She teaches English in our class. Every student love he.

- a. Kind teacher
- b. Bad teacher

- c. Arrogant teacher
- d. Emotional teacher

14. Dika has ... hair.

- a. Curly
- b. Tall

- c. Fat
- d. Handsome

15. John is very About his wedding. He prepared it very well.

- a. Happy
- b. Boring

- c. Sad
- d. Interesting

16. Ariana is a Student, so she gets 1th rank in school.

- a. Boring
- b. Clever

- c. Big
- d. Stupid

17. I have a ... whiteboard in my classroom.

- a. Hot
- b. Glad

- c. Big
- d. Bright

18. The cat has ... eyes .

- c. Long
- b. Beautiful

- g. Large
- h. Smooth

19. Her hair is very ... (*bergelombang*).

- a. Long
- b. Curly

- c. Wavy
- d. Short

20. Aldi is very (*ribut*) in classroom.

- a. Noisy
- b. Lazy

- c. Busy
- d. Diligent

$$\frac{14}{20} \times 100 = \underline{70}$$

Name : NELINDA INELDATAYO

Class : X MIPA 1

Direction: Choose the correct answer from the option a, b, c, or d!

1. We clean the floor with ...
 - a. Chair
 - b. Table
 - c. ~~Broom~~
 - d. Pen

2. I often listen some news from the ...
 - a. Newspaper
 - b. Magazine
 - c. Radio
 - d. ~~Television~~

3. To protect your head, you need
 - a. Sandals
 - b. ~~Hat~~
 - c. Clothes
 - d. Shoes

4. The teacher writes on the....
 - a. Window
 - b. Floor
 - c. ~~Whiteboard~~
 - d. Door

5. What do you use when going to write?
 - a. ~~Pen~~
 - b. Bag
 - c. Shoes
 - d. Clothes

6. Ali : What is your father's job?
Boy : He is a.... He flies the plane.
 - a. Doctor
 - b. Teacher
 - c. Farmer
 - d. ~~Pilot~~

- 7. Something that you can find in your classroom is a
 - a. Pillow
 - b. ~~whiteboard~~
 - c. Television
 - d. Sofa

- 8. The Rabbit has smooth
 - a. Paw
 - b. ~~Tail~~
 - c. Fur
 - d. Eyes

- 9. The bird has a....
 - a. Hands
 - b. ~~Wings~~
 - c. Scales
 - d. Fang

10. Snakes have long
 - a. Eyes
 - b. Feet
 - c. Nose
 - d. ~~Body~~

$$\frac{19}{20} \times 100 = 95$$

11. The has scales .

- a. Fish
- b. Cow

- c. Cat
- ~~x~~ d. Rabbit

12. The cat has ... eyes .

- a. Long
- ~~x~~ b. Beautiful

- c. Large
- d. Smooth

13. Ana is a She teaches English in our class. Every student love he.

- ~~x~~ a. Kind teacher
- b. Bad teacher

- c. Arrogant teacher
- d. Emotional teacher

14. Dika has ... hair.

- a. Curly
- b. Tall

- c. Fat
- ~~x~~ d. Handsome

15. John is very About his wedding. He prepared it very well.

- ~~x~~ a. Happy
- b. Boring

- c. Sad
- d. Interesting

16. Ariana is a Student, so she gets 1th rank in school.

- a. Boring
- b. Clever

- ~~x~~ c. Big
- ~~x~~ d. Stupid

17. I have a ... witheboard in my classroom.

- a. Hot
- b. Glad

- ~~x~~ c. Big
- d. Bright

18. The cat has ... eyes .

- c. Long
- ~~x~~ b. Beautiful

- ~~x~~ g. Large
- h. Smooth

19. Her hair is very ... (*bergelombang*).

- ~~x~~ a. Long
- b. Curly

- c. Wavy
- d. Short

20. Aldi is very (*ribut*) in classroom.

- ~~x~~ a. Noisy
- b. Lazy

- c. Busy
- d. Diligent

$$\frac{7}{20} \times 100 = 35$$

Name : MUR AULIA RIZKY

Class : X IPA 1

Direction: Choose the correct answer from the option a, b, c, or d!

1. We clean the floor with ...

- a. Chair
b. Table
c. Broom
d. Pen

2. I often listen some news from the ...

- a. Newspaper
b. Magazine
c. Radio
 d. Television

3. To protect your head, you need

- a. Sandals
b. Hat
 c. Clothes
d. Shoes

4. The teacher writes on the....

- a. Window
b. Floor
 c. Whiteboard
d. Door

5. What do you use when going to write?

- a. Pen
 b. Bag
c. Shoes
d. Clothes

6. Ali : What is your father's job?

Boy : He is a.... . He flies the plane.

- a. Doctor
b. Teacher
c. Farmer
 d. Pilot

7. Something that you can find in your classroom is a

- a. Pillow
b. whiteboard
c. Television
d. Sofa

8. The Rabbit has smooth

- a. Paw
b. Tail
c. Fur
 d. Eyes

9. The bird has a....

- a. Hands
b. Wings
c. Scales
d. Fang

10. Snakes have long

- a. Eyes
b. Feet
 c. Nose
d. Body

11. The has scales .

a. Fish

c. Cat

b. Cow

Rabbit

12. The cat has ... eyes .

a. Long

c. Large

Beautiful

d. Smooth

13. Ana is a She teaches English in our class. Every student love he.

a. Kind teacher

c. Arrogant teacher

b. Bad teacher

Emotional teacher

14. Dika has ... hair.

Curly

c. Fat

b. Tall

d. Handsome

15. John is very About his wedding. He prepared it very well.

Happy

c. Sad

b. Boring

d. Interesting

16. Ariana is a Student, so she gets 1th rank in school.

a. Boring

c. Big

b. Clever

Stupid

17. I have a ... witheboard in my classroom.

Hot

c. Big

b. Glad

d. Bright

18. The cat has ... eyes .

e. Long

g. Large

f. Beautiful

Smooth

19. Her hair is very ... (*bergelombang*).

a. Long

Wavy

b. Curly

d. Short

20. Aldi is very (*ribut*) in classroom.

Noisy

c. Busy

b. Lazy

d. Diligent

RAW SCORES AND SCORES IN PRE-TEST AND POST-TEST

Subject	Students Correct Answer in Pre-test	Pre-test Score	Students Correct Answer in Post-test	Post-Test Score
S1	10	50	14	70
S2	8	40	10	50
S3	8	40	12	60
S4	17	85	17	85
S5	7	35	8	40
S6	11	55	13	65
S7	15	75	15	75
S8	8	40	8	40
S9	13	65	15	75
S10	10	50	7	35
S11	12	60	14	70
S12	11	55	17	85
S13	9	45	9	45
S14	12	60	14	70
S15	10	50	10	50
S16	13	65	14	70
S17	12	60	11	55
S18	11	55	14	70
S19	12	60	14	70
S20	5	25	7	35
S21	8	40	10	50

Frequency Table

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	4.8	4.8	4.8
	35	1	4.8	4.8	9.5
	40	4	19.0	19.0	28.6
	45	1	4.8	4.8	33.3
	50	3	14.3	14.3	47.6
	55	3	14.3	14.3	61.9
	60	4	19.0	19.0	81.0
	65	2	9.5	9.5	90.5
	75	1	4.8	4.8	95.2
	85	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

The classification of students' vocabulary test in Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	4.8	4.8	4.8
	Adequate	1	4.8	4.8	9.5
	Inadequate/Unsatisfactory	6	28.6	28.6	38.1
	Failing/Unacceptable	13	61.9	61.9	100.0
	Total	21	100.0	100.0	

Frequency Table

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	9.5	9.5	9.5
	40	2	9.5	9.5	19.0
	45	1	4.8	4.8	23.8
	50	3	14.3	14.3	38.1
	55	1	4.8	4.8	42.9
	60	1	4.8	4.8	47.6
	65	1	4.8	4.8	52.4
	70	6	28.6	28.6	81.0
	75	2	9.5	9.5	90.5
	85	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

The classification of students' vocabulary test in Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	9.5	9.5	9.5
	Adequate	8	38.1	38.1	47.6
	Inadequate/Unsatisfactory	2	9.5	9.5	57.1
	Failing/Unacceptable	9	42.9	42.9	100.0
	Total	21	100.0	100.0	

Descriptives

The mean score of students' correct answer in the Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	21	25	85	52.86	13.926
Valid N (listwise)	21				

The mean score of students' correct answer in the Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST	21	35	85	60.24	15.690
Valid N (listwise)	21				

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	52.86	21	13.926	3.039
	POST-TEST	60.24	21	15.690	3.424

The Paired Samples Test of Pre-test and Post-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE-TEST - POST-TEST	-7.381	9.698	2.116	-11.795	-2.967	-3.488	20	.002

DOCUMENTATIONS

Figure 1: Students doing the pre-test



Figure 2: The teacher explains the rules of Round Robin Brainstorming



Figure 3: Students describe one of the objects in the class



Figure 4: Students study examples of a given describing place



Figure 5: The teacher explains the describing animal



Figure 6: Students doing the post-test





PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
Nomor : 16164/00796/SKP/DPMPTSP/VIII/2020

- Membaca : Permohonan Surat Keterangan Penelitian an. Nurul Annisa beserta lampirannya.
Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/186/VIII/ Baksbangpol/2020 Tanggal 27 Agustus 2020
Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non-Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

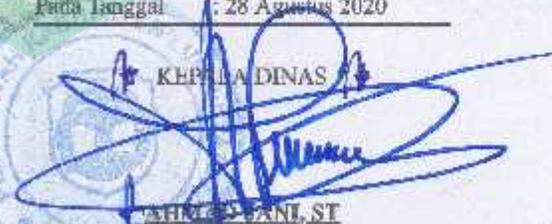
- Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :
- Nama : Nurul Annisa
 - Nomor : 082293670096
 - Telepon
 - Alamat : Dsn. Salu Limbong, Kelurahan Marobo Kecamatan Sabbang, Kab. Luwu Utara Provinsi Sulawesi Selatan
 - Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo
 - Instansi
 - Judul : The Effectiveness Of Round Robin Brainstorming Technique On Vocabulary Achievement Of The Tenth-Grade
 - Penelitian : Students At SMAN 5 Luwu Utara
 - Lokasi : SMA Negeri 5 Luwu Utara, Kelurahan Marobo Kecamatan Sabbang, Kab. Luwu Utara Provinsi Sulawesi Selatan
 - Penelitian

Dengan ketentuan sebagai berikut:

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 28 Agustus s/d 27 Oktober 2020.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 28 Agustus 2020


KEPALA DINAS
AHMAD YANLI ST
NIP : 196604151998031007

Retribusi : Rp. 0,00

No. Seri : 16164

Disampaikan kepada :

1. Lembar Pertama yang bersangkutan;
2. Lembar Kedua Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT.SMA NEGERI 5 LUWU UTARA

Alamat : Kelurahan Marobo Kec. Sabbang Kab. Luwu Utara

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/424-SMA.5/LUTRA/DISDIK

Yang bertanda tangan di bawah ini , Kepala UPT SMAN 5 Luwu Utara :

Nama : JUARNI ANDAI, S.Pd, M. Pd
NIP : 19640212 199412 2 003
Jabatan : Kepala UPT. SMAN 5 Luwu Utara
Nama Sekolah : UPT. SMAN 5 Luwu Utara
Alamat : Kelurahan Marobo Kec.Sabbang
NPSN : 40306916
Kab/ Kota : Luwu Utara
Provinsi : Sulawesi Selatan

Dengan ini menerangkan bahwa nama tersebut dibawah ini benar telah melaksanakan penelitian sehubungan dengan penyusunan skripsi dengan judul "THE EFFECTIVENESS OF ROUND ROBIN BRAINSTORMING TECHNIQUE ON VOCABULARY ACHIEVEMENT OF THE TENTH GRADE STUDENTS AT SMAN 5 Luwu Utara , dengan data sebagai berikut :

Nama : Nurul Annisa
NIM : 16 0202 0045
Alamat : Dsn. Salulimbong, Kelurahan Marobo, Kecamatan Sabbang, Kabupaten Luwu Utara.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Luwu Utara, 16 September 2020
a.n.Kepala UPT. SMAN 5 Luwu Utara
Lulus Kurikulum,



MARTHA TANAN MATIKA', S.Pd.
Pangkat/Gol : Pembina /IVa
NIP. 19710721 200701 2 014



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076

Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 418 / In.19/FTIK/PBI/PP.00.9/12/2020

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nurul Annisa
NIM : 16 0202 0045
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 23 Desember 2020

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE



Nurul Annisa, was born in Salulimbong, on February 01st 1999. The author is the youngest child of Neril and Sitti Rukia. She has one brother namely Yudhi Prayoga. She come from Salulimbong, Kelurahan Marobo, Kecamatan Sabbang, Kabupaten Luwu Utara, while in Palopo, she lives on Jl. Dr. Ratulangi, Balandai.

She started his formal education for the first time at the age of six years. She studied at SDN 016 Salulimbong and graduated in 2010. Then she studied in SMPN 2 Sabbang and finished in 2013, and continued in SMAN 1 Sabbang and graduated in 2016. She continued her study at English Education Department in IAIN Palopo in 2016.

While studying at IAIN Palopo, she also was a member of HMPS BIG and active in activities held by HMPS BIG. Then, she finished the study on January, 04rd 2021.