

**THE EFFECTIVENESS OF  
ROUND ROBIN BRAINSTORMING METHOD  
ON STUDENTS' SPEAKING SKILL OF  
GRADE 11 IN YA BAKII SENIOR HIGH SCHOOL  
KESUGIHAN, CILACAP REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)  
Degree**

**by :**

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Purwokerto, 6 January 2024

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IN YA BAKII SENIOR HIGH SCHOOL KESUGIHAN, CILACAP REGENCY**

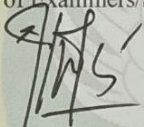
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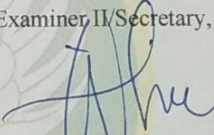
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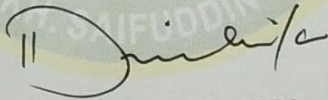
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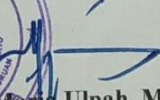
  
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*Assalamu'alaikum Wr.Wb.*

After conducting guidance, review, direction, and correction, then through this letter I convey that:

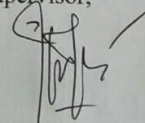
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## **MOTTO**

*“Don’t do cooperative learning lessons; make cooperative learning part of every lesson.”*

*Dr. Spencer Kagan*



## DEDICATION

*This thesis is dedicated to Asti Hayatri.*



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*Assalamu'alaikum Warrahmatullahi Wabarakatuh*

The highest thanks and grateful supposed to the one and only, Allah SWT, the stories passes through because of all of the creation, both experience and knowledge theoritically, I stand here gratefully after passing some small steps behind. I deserve proudly a thesis entitled ***“The Effectiveness of Round Robin Brainstorming Method on Students’ Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency.”***

This thesis aimed to fullfill accademic purposes, that has been submitted to Islamic State University of Prof. K.H. Saifuddin Zuhri Purwokerto, Faculty of Tarbiya and Teacher Training in fullfillment of requirement in order to get scholar degree in Education (*S. Pd.*)

Throughout the writing of the thesis, then while having interaction and attending Islamic State University of Prof. K.H. Saifuddin Zuhri Purwokerto, the authors have been dig lot of experience, getting guidance, support and some motivations from a variety of sources. Therefore, in this particular case, the author will give the best appreciation to the honorable :

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15. The reasearcher, Asti Hayatri.

According to the research, the author hope this thesis will be able to give knowledge and great reading experience. As the feedback, the author hope got any constructive suggestions.



*Wassalamu'alaikum Warrahmatullahi Wabarakatuh...*

*Purwokerto, 2 January 2024*



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**ABSTRACT**

This research aimed to investigate whether the Round Robin Brainstorming method was effective through students' speaking skill at grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency. The research method used quantitative experimental. The data collection technique was simple random sampling, with pre-test and post-test based and the treatment. The data analysis used normality test by Lilliefors and Shapiro Wilk, besides homogeneity test used Levene and hypothesis test by paired sample test, that was two-tailed significance based. The object of this research was Ya Bakii (Yayasan Badan Amal Kesejahteraan Ittihadul Islamiyah) Senior High School Kesugihan Cilacap Regency students' grade 11. The variables required students' speaking skill as the dependent variable, and Round Robin Brainstorming as the independent variable. The result of the research showed the method was effective on students' speaking skill at grade 11, in Ya Bakii Senior High School. The hypothesis test of control class has the value that was  $0,048 < 0,05$ , it was defined that hypothesis accepted and null hypothesis rejected. Besides, the value of experimental class according to paired sample test was  $0,0000 < 0,005$ , it could be defined that hypothesis was accepted and hypothesis null was rejected. The result of the research concluded that Round Robin Brainstorming method was effective for students' speaking skill of grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency.

**Keywords :** *Round Robin Brainstorming, Speaking Skill, Teaching Speaking.*

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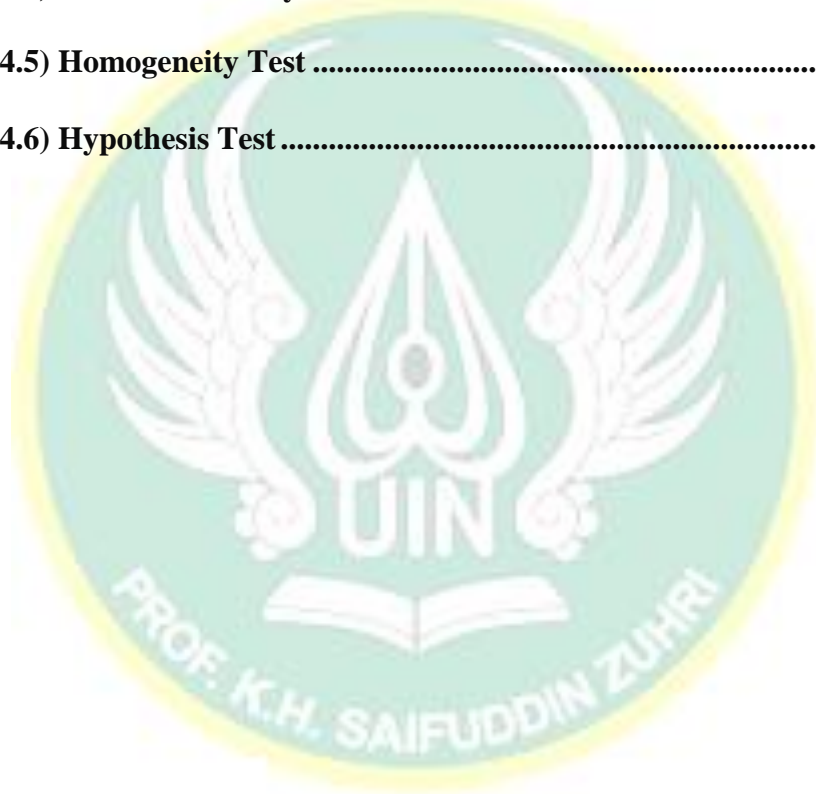
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## CHAPTER I

### INTRODUCTION

Round Robin Brainstorming is applied due to investigate whether or not the method is effective on students' speaking skill, it is the basic reasoning which is determining the formulation supposed to conduct the research.

#### **A. Background of The Study**

The fundamental skills in a language divided into three parts such as listening, communication in classroom, and speaking.<sup>1</sup> Speaking is kind of either active or productive skill, which is become the most important tool in order to build communication, that means the communication is the goal and key of language learning, besides the aim of speaking is to promote efficient communication as language context, the success of speaking activity could be seen from the productivity while the learners actively speak.<sup>2</sup> Besides, one of the English speaking problem that is students difficulties to express their idea even in a simple form of conversation.<sup>3</sup> Most of the students are low in English speaking due to the difficulties while speak fluently in correct grammar, they are not really confidence, and lack in vocabulary, that's all influencing the students' afraid for making mistake while speaking.<sup>4</sup> According to those problematic cases, there is found some students' obstacles which causing problem in speaking skill.

Focusing on some reasons, there is such obstacles causing problem in speaking skill, spesifically English speaking skill. First, the difficulties in teaching speaking in Indonesia, where it happens whether from the kindergarten class, elementary school, or even until high school degree, these difficulties makes the

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<sup>1</sup> Shafaat Husein, Teaching Speaking Skills in Communication Classroom, International Journal of Media, *Journalism and Mass and Communication (IJMJC)*, Vol. 3 (2017), page 14.

<sup>2</sup> Novalina et. al, Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to The Eleventh MIA Grade Student of SMA Deli Murni Bandar Baru, *Kairos ELT Journal*, Vol. 3 No. 1 (2019), page 28.

<sup>3</sup> Laras et al, The Effect of Round Robin Brainstorming Strategy in Solving Speaking Anxiety of Tenth Grade Students of SMK Muhammadiyah Pagaram, *Esteem Journal of English Study Programme*, Vol. 6 No. 1 (2023), page 146.

<sup>4</sup> Syofia et al, The Use of Round Robin Brainstorming to Increase The Speaking Ability of The Second Year Students of SMP N 13 Pekanbaru in Accademic Year 2012/2013, *Teacher's Training and Education Faculty of Riau University Accademic Journal* (2013), page 1.

student passive when they get the English subject in their class.<sup>5</sup> The point is, unsuccessful teaching activities influencing students' ability in speaking skill. However, the problems of English language teaching which is influencing on speaking skill in Indonesia are complex. Second, one of the difficulties found specifically about method being used in teaching speaking. While, Mona has stated that the result of students' speaking ability depends on how they receive treatment while having learning activity in their learning process, it means the method has a relation on both aspects as stated.<sup>6</sup> Under these circumstances, it was crucial for the teacher to encourage extensive student participation to achieve positive outcomes in speaking.

Additionally, addressing anxiety is pivotal, students tend to refrain from speaking in a classroom setting when feeling anxious. Consequently, lower levels of speaking anxiety correlate with enhanced speaking skills, particularly in vocabulary, pronunciation, and fluency. The innovative strategy of Round Robin Brainstorming proves valuable in aiding teachers to tackle these speaking-related challenges faced by students.<sup>7</sup> The fourth significant challenge hindering the development of speaking skills lies in the traditional classroom's approach, often centered on structured question-answer drills. These drills typically involve one individual posing a question and another providing a pre-determined, predictable answer. Often, there's only one correct response already set. The aim of this practice is task-oriented, focusing on specific goals like relaying a phone message, gathering information, or stating an opinion. However, in genuine communication, participants find uncertainty about the other people's response commonly. Authentic communication entails an information gap, where every participant holds unique information. Moreover, achieving their objectives might require participants to

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<sup>5</sup>Novalina Sembiring et al, Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to The Eleventh MIA Grade Students of SMA Deli Murni Bandar Baru, *Kairos ELT Journal*, Vol. 3. No. 1 (2019), page 28.

<sup>6</sup> Mona et.al, The Effect of Round Robin Technique Toward Students' Speaking Performance at MTS Muhammadiyah Pulau Punjung, *Journal of Educational Management and Strategy (JEMAST)* Vol. 1 (2022), page 72.

<sup>7</sup> Laras et al, The Effect of Round Robin Brainstorming Strategy in Solving Speaking Anxiety of Tenth Grade Students of SMK Muhammadiyah Pagaram, *Esteem Journal of English Study Programme*, Vol. 6 No. 1 (2023), page 147.

clarify meanings or seek confirmation of their understanding. To foster communicative competence, instructors must design classroom speaking activities that integrate purpose, create information gaps, and encourage diverse forms of expression.<sup>8</sup> Considering onto some reasons above, teaching speaking method and the variation of it becoming the needs while having learning activity that is influencing the result of speaking skill in education sphere.

Indeed, there exists a highly effective method for enhancing students' speaking skills: Round Robin Brainstorming. This approach, as defined by Spencer Kagan, involves a team-building system. Round Robin is considered among the adaptable team-building structures mostly and simplest structures. Besides, in a Round Robin during the learning activity, each team member takes the time for sharing session as the predetermined duration. To facilitate acquaintanceship, each individual prepares and subsequently shares something about themselves. Various topics are available for students to share, enabling them to become better acquainted.<sup>9</sup> Round Robin Brainstorming offers several advantages. It fosters stronger relationships among students. This technique also boosts confidence and satisfaction levels by providing flexibility, allowing students to adapt to new situations as they arise. Consequently, it encourages greater participation, thereby enhancing students' English learning and interaction abilities. Moreover, it promotes teamwork and teambuilding skills among students.<sup>10</sup> Besides, according to Toshiya, brainstorming is kind of valuable skill for any field in problem solving situation, this method claimed as an effective way to express the students' thought on a topic through group or peer activities in class.<sup>11</sup>

Reflecting on the application of Round Robin Brainstorming mentioned earlier, the researcher have identified the speaking skill as the subject to be

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<sup>8</sup> Taher Bahrani and Rahmatollah Soltani, How to Teach Speaking, *Journal of Education and Practice*, Vol. 3 Number 2 (2012), page 27.

<sup>9</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, San Clemente CA : Kagan Publishing (2009), page 246.

<sup>10</sup> Rweewat Sripadith, 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*, Vol. 8 No. 4 (2019), page 158.

<sup>11</sup> Toshiya, Applying Brainstorming to EFL Classroom, *Core Journal* (2015), page 126.



examined. The object of this research was the students of Ya Bakii (Yayasan Badan Amal Kesejahteraan Ittihadul Islamiyah) Senior High School, Cilacap Regency grade 11. There are some reasons has considered in determining that school as the object of the research. First of all, Round Robin Brainstorming theory has effectively applied as the method while learning English, especially in enhancing students' speaking skill, as highlighted in Herni Yanti's previous research, it was shown a clear progression, with the mean score in the post-test was (76.06) and surpassing those of formative test II that was (71.078), formative test I (65.04), and the pre-test (58.58). The progress and changes proved by the score of pre-test and post-test, it was proves the positive progress.<sup>12</sup> Second reason, Ya Bakii Senior High School Kesugihan, Cilacap Regency has not been applying Round Robin Brainstorming method on learning English, especially English speaking class. The third reason, based on preliminary research, that school in a phase where one of student level, especially grade 11, it was showing that the different learning method was needed.

According to the objects have stated before, it is necessary to bring a thesis entitled The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency.

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<sup>12</sup> Herni Yanti, et. al, Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to Eleventh Mia Grade Students of SMA Deli Murni Bandar Baru, *Kairo ELT Journal*, Vol. 3 No. 1, 2019, p. 37.

## B. Clarification of Key Terms

This part is clarifying of the key term which is explained as follows:

### 1. Speaking Skill

According to Lazarton, speaking is the verbal use of language and a medium through which human beings communicate with each other<sup>13</sup>

Based on the theory above, the researcher defines that speaking skill is an ability to express ideas, to understand, to gain information and produce sound of English term, word, phrase, and statement orally that can be measured by some aspects as follows, pronunciation and accent, content, vocabulary, grammar, fluency, and time.

### 2. Round Robin Brainstorming

According to Spencer Kagan, Round Robin Brainstorming is a team work in which every member of group generating ideas with elaborate and comment the ideas, as one of the simplest, yet most flexible, teambuilding structures, where each teammate takes a turn sharing for preset amount of time.<sup>14</sup>

Based on the theory above, Round Robin Brainstorming is a method that are involving teambuilding structure in a teamwork group of learning activity that requires the member of group present their idea independently after having discussion in a group.

Round Robin Brainstorming as a method, it is defined not as a kind of brainstorming activity as teacher do in the beginning of teaching activity, but this Round Robin Brainstorming done in the aftermath of learning process as a method in form of activity.

## C. Research Question

Based on the background of the study above, the formulation of research question, is Round Robin Brainstorming method effective on students'

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<sup>13</sup> Ehsan Namaziandost et al, The Impact of Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English, *National Research University Higher School of Economics Journal of Language and Education*, Vol.5, Issue 3, 2019, p.87.

<sup>14</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, San Clemente CA : Kagan Publishing (2009), page 246.

speaking skill at grade 11 in Ya Bakii Senior High School, Kesugihan Cilacap Regency?

#### **D. Aim and The Significances of The Study**

##### 1. Aim of The Study

The aim of the study achieved in a study is the result from examining whether there is the effectiveness of using Round Robin Brainstorming method on the Students' speaking skill of grade 11 in Ya Bakii Senior High School, Kesugihan Cilacap Regency.

##### 2. Significances of the Study

###### a.) Theoretical significance

This research are supposed to knowing the students' English speaking skill while using Round Robin Brainstorming method in teaching English skill.

###### b.) Practical significances

###### 1) For school

This research is expected to give the variation of teaching method through the school which is Round Robin Brainstorming, besides it supposed to give an outlook for the school related to the teaching method that is Round Robin Brainstorming.

###### 2) For teachers

For the teacher it supposed to contribute in side of thought in order to change and improve the variation of activity and method while teaching English through Students' speaking skill.

###### 3) For Researcher

It would be as an experiences, then it would be applied at the end of the day while having the teaching opportunity in work space.

###### 4) For Readers

It can enlarge readers' knowledge, motivation and the refference while teaching speaking, especially by using Round Robin Brainstorming method. Besides it can be usefull for the further

research to do a better research related to teaching method related to the Students' speaking skill.

### **E. Organization of The Paper**

There is the research structure : this research began with a cover contain thesis title, a statement of originality, follows with official note from the supervisor, approval sheet, motto, dedication, acknowledgements, abstract and keywords, table of contents, list of tables, and appendices of the research. Moving on to the main pledges of this research separated into :

The first chapter is the introduction which consists the background of the study, clarification and the key terms, research questions, objectives and significance of the research and structure of the research.

The second chapter clarifies literature review that include review of relevant studies, literature review of Round Robin Brainstorming method, teaching speaking theories, and speaking skill.

The third chapter is the research method, this pledge contain the of type of the research, time and location of the research, population and sample of the research or objects of the research, variabels of the research, indicators of the research, technique of data collection and technique of data analysis.

The fourth chapter presents the results of the research, which consists of a general description about learning activity in Ya Bakii Senior High School Kesugihan, Cilacap Regency, spesifically in the subject matter of English and the finding of this research.

The fifth chapter contain the conclusion and the suggestion of the research. In this chapter, the researchers conclude and give some suggestions related to the research.

## CHAPTER II

### LITERATURE REVIEW

In this pledge contain some related theories and the definition of every variables, both dependent and independent variables. There is the spesific arrangement of theoretical framework, related previous studies, and the formulation of hypothesis upon the research.

#### A. Theoretical Framework

##### 1. Speaking skill

###### a. Definition of Speaking

Speaking serves as a means to comprehend and acquire information through verbal interaction, it involves expressing thoughts and ideas using spoken language. Proficiency in a language is indicated by the capability to comprehend others and respond effectively in that language. Strong speaking skills sustain active participation in genuine English communication, enabling the expression of thoughts and ideas effectively.<sup>15</sup>

To put it differently, Speaking encompasses the creation and exchange of significance using both verbal and nonverbal cues across diverse situations. Verbal communication involves elements like speech volume, pace, language, grammar, and vocabulary. On the other hand, non-verbal communication encompasses sounds, gestures, facial expressions, eye contacts, body language, tone or pitch of speech, spatial proximity, observable conduct, posture, and attire of an individual. These combined elements contribute to effective communication.<sup>16</sup>

Based on Sri Wahyuni, et al, “speaking is the way of communicating with the other verbally supposed to achieve goals to express the opinions”.<sup>17</sup> Besides, based on Ehsan Namaziondist on his study about “The Impact of

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<sup>15</sup> Iswardati, The Implementation of Group Investigation to Improve the Students’ Speaking Skill, *Journal of Dinamika Ilmu* (2016), Vol. 16 (2), p. 246.

<sup>16</sup> Arifa Bunglowala, Non Verbal Communication: An Integral Part Of Teaching Learning Proce, Bandung:*International Journal of Research in Advent Technology*, 2015, p. 371.

<sup>17</sup> Sri Wahyuni, et al, The Effect of Round Robin Brainstorming Strategy in Solving Speaking Anxiety of Tenth Grade Students of SMK Muhammadiyah Pagalaram, *Esteem : Journal of English Study Programme*, Vol. 6, No. 1, 2023, p. 146.

Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English” Lazarton have said, “Speaking is the verbal use of language and a medium through which human beings communicate with each other.” Speaking skill is the pivotal skill that people need to communicate each other in everyday situations. Generally, speaking defined as the ability to show and express something in a spoken language. It is putting ideas into words to make other people gain the message that is being conveyed.<sup>18</sup>

### **b. Definition of Speaking Skill**

Burns and Joyce had characterize speaking as an interactive process where the meaning is constructed through the reception, production and processing the information, besides Revell adds that speaking involves an exchange of knowledge, ideas, feelings, and options between individuals, requiring a conceptual understanding of what is being communicated. In essence, speaking involves vocalizing sounds and expressing thoughts and emotions using spoken language. The spoken language was an interactive process reliant on context, participants, shared experiences, the environment, and the intended purposes. Often spontaneous and flexible, speaking demands not just linguistic competence (grammar, vocabulary, pronunciation) but also sociolinguistic competence, knowing when, why, and how to use language. Successful speaking involves synthesizing these skills and knowledge for effective communication. The speaking skill holds a pivotal role in both learning and teaching foreign languages.<sup>19</sup>

### **c. Speaking Assessment**

Spencer Kagan and Miguel Kagan emphasize that effective assessment hinges on capturing a representative sample of the entire class. By engaging with students as they participate, instructors can gather insights from high-achieving, average, and lower-achieving students, forming a comprehensive

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<sup>18</sup> Ehsan Namaziandost et al, The Impact of Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English, *National Research University Higher School of Economics Journal of Language and Education*, Vol.5, Issue 3, 2019, p.87.

<sup>19</sup> Nguyen Lam Minh Tuyen, Some Effective Waysto Improve Speaking Skill of English Majored Freshmen at Tay Do University in Viet Nam, *British Journal of Multidisciplinary and Advanced Studies*, page 1.

understanding of the class's thinking. This approach facilitates quick, authentic assessment. Cooperative learning structures facilitate this process, enabling assessments that are more genuine, comprehensive, and efficient by involving and capturing the perspectives of diverse student groups..<sup>20</sup>

According to the designing assessment task in speaking skill by Brown, it was stated exist five basic types of speaking. Those consist of imitative speaking, responsive speaking, intensive speaking, extensive speaking and interactive speaking. The various types of speaking skills encompass different levels of linguistic engagement.

- a. Imitative speaking, the initial type, involves repeating stimuli, a pair of words, a sentence, or even a question to assess intonation production.
- c. Intensive speaking, the second type, requires test-takers to present short language stretches to showcase their linguistic proficiency at a specific level.
- d. Responsive speaking, the third type, engages in brief interactions, allowing more creativity compared to intensive tasks. It differs from interactive speaking in the relatively limited length of utterances.
- e. Interactive speaking, the fourth type, spans longer interactive discourse, including interviews, role plays, and discussions. It also involves tasks of similar duration with fewer interactions, like speeches, storytelling, or translations.
- f. Extensive speaking involves intricate and lengthy discourse, often resembling variations of monologues with minimal verbal interaction.

There are the element of speaking regarding by Harris, there are involves: comprehension, grammar, vocabulary, fluency, and pronunciation. The indicators of pronunciation, grammar, vocabulary, fluency, and comprehension can be described as follows:

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<sup>20</sup> Spencer Kagan & Miguel Kagan, *Kagan Cooperative Learning*, Kagan Publishing (2009), p. 15.0.

- a. Acceptable pronunciation signifies possessing a standard English accent.
- b. The grammatical system is demonstrated by minimal or no noticeable errors in grammar or word order.
- c. Vocabulary mastery represents a comprehensive knowledge of words.
- d. Fluent speech refers to speaking without hesitation, maintaining a smooth flow.
- e. Comprehension involves a complete understanding of the topic without difficulty, employing relevant vocabularies associated with the subject matter.<sup>21</sup>

According to Maulana Mualim et.al, assessing speaking requires the oral performance of the students. The assessment interview basically done with recorded the students' oral performance, the student could be asked to make a audio about introducing themselves in English. The assessment process could be done by implementing the interactive activities during the learning process.<sup>22</sup>

Speaking assessments according to the Council of Europe are typically presented as an overall mark on band scales or score points. These assessments aim to offer valid, reliable, and consistent results that reflect learners' speaking achievements or levels commonly. Speaking assessment scales are usually categorized into holistic and analytic methods. The holistic approach assesses learners' performance as a whole without separately evaluating the component parts or criteria. It's particularly suitable for quick formative assessments, especially when evaluating performance across various criteria might be challenging. Holistic scoring saves time but lacks specific feedback for improvement, potentially making it difficult to score

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<sup>21</sup> Bunga Prima Rahayu, The Use of Media and Technology to Enhance English Speaking Skill during Pandemic of Covid-19 Era, *Proceedings International Conference on Education of Suryakencana*, 2021.

<sup>22</sup> Maulana Mualim et.al, The Use of Interactive Formative Assessment in An EFL Class Through The Comment Column of Google Classroom, *Tarling: Journal of Language Education*, Vol. 6, Number 1, 2022. p.37.



work spanning different proficiency levels. On the other hand, the analytical method involves initially evaluating individual parts separately and then summing up these scores to derive a final total score. An analytical assessment rubric comprises criteria and scales (weights). This method offers valuable insights into students' strengths and weaknesses, providing detailed information for both students and teachers. However, as per Mertler, compared with the holistic assessment, the analytical assessment is more time-consuming, and even with a well-defined rubric, the probability of assessors may not consistently assign the same score if the criteria are not clearly outlined are exist.<sup>23</sup> Assessing speaking could be defined as a process involves many stages. In some stage, people interact also act to produce something for the next stage. While the assessment developers become the key players in speaking assessment cycle, the interlocutors, raters, examinees, and score users also have a role to play in the activities.<sup>24</sup>

The rubric being used in speaking assessment in this reserach that is analytical descriptive rubric, that is kind of rubric that divide each criterion, which is show some scales for a list that are contain the description or components each rating, this type of rubric is ratio that used to assess important task where each component are important being evaluated separately.<sup>25</sup>

#### **d. Teaching Speaking**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>26</sup> Speaking are also the key component while learning English. During the learning process, the teacher and the students have to aware through the roles as long as learning activity.

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<sup>23</sup> Venera Ulker ,The Design and Use of Speaking Assessment Rubrics, Ishik University, *Journal of Education and Practice*, Vol. 8, NO. 32, 2017, p. 136-137.

<sup>24</sup> Sari Louma, *Assessing Speaking*, London : Cambridge University Press, 2009, p.4.

<sup>25</sup> Venera Ulker ,The Design and Use of Speaking Assessment Rubrics..... p.135.

<sup>26</sup> H . Douglas Brown, *Principle of Language Learning and Teaching*, America, p 8.

Commonly, the roles are also influenced by the different skills, but on some conditions, the aim is to use spoken language to communicate with others.<sup>27</sup>

Teaching speaking skills involves organizing dedicated classes where teachers create interactive activities that encourage students in order to practice the target language extensively. The focus is on a student-centered approach, with teachers designing activities specifically aimed at facilitating speaking exercises, fostering an environment where students actively engage and communicate in the language.<sup>28</sup>

According to Agus Husein As Sabiq, during the teaching English, teachers mostly put lot of expectations from the students. As of that condition, most of students significantly, they have standards of the right writing and speaking of their students. That means the importance of teaching speaking supposed to have standard on English accent, even if that is challenging for students have no standard English accent.<sup>29</sup>

### **1.Principles of Teaching Speaking Skills**

According to Anuradha et al, there are the principles of teaching speaking skills:

- 1.) Start encouraging students to speak from the very beginning, or as early as possible, without waiting to teach them a specific set of words or phrases.
- 2.) Be patient if some students simply repeat what's been said or give one-word answers initially.
- 3.) Allow learners to actively use whatever English they know.

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<sup>27</sup> Nga H.T. Nguyen, Some Effective Ways to Improve Speaking Skill of English, *British Journal of Multidisciplinary and Advanced Studies : English Language, Teaching, Communication, Literature and Linguistic*, Vol. 4 (1), 2023, p. 42.

<sup>28</sup> Benter Oseno Gudu, Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya, *Journal of Education and Practice*, Vol.6, No.35, 2015, p. 61.

<sup>29</sup> Agus Husein As Sabiq, Localized English for Ngapak Javenese Speakers as Language Instruction, *English Franca*, Vol. 4, Number 2, 2020 p.90.

- 4.) Introduce structures, phrases, or words and encourage learners to apply them in various situations while practicing extensively.
- 5.) Use techniques like back-chaining or tail-forwarding to create longer sentences by combining multiple shorter ones.
- 6.) Incorporate role-plays and pair-work frequently, guiding active participants while encouraging passive ones to engage and correcting when necessary.
- 7.) Ensure through preparation activities, lesson planing and tasks beforehand.
- 8.) Allow learners to make errors and mistakes in the early stages, avoiding interuptions and corrections that might influencing fluency and discourage them.
- 9.) Take into account individual weaknesses, offering individual attention and being understanding and sympathetic towards each student.<sup>30</sup>

## 2. Problem of Teaching Speaking

Speaking holds great importance for language learners, not just for communication but also for fostering language acquisition and the growth language competence. In educational settings where the target language is used across various subjects, speaking becomes crucial for thinking and learning. Unlike assessments in reading and writing, where performance can be documented, speaking activities produce fleeting outputs with little recorded evidence once the activities conclude. Teacher who have no guidance in work which they could evaluate and give feedback on, actually, as the result problems makes the learners go unnoticed to uncorrected while facing speaking activity.<sup>31</sup> That is why the teachers have to impose the certain and proper teaching method by using Round Robin

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<sup>30</sup> Shafaat Husein, Teaching Speaking Skills in Communication Classroom, International Journal of Media, *Journalism and Mass Communications (IJMJMC)*, Vol. 3, Issue 3, 2017, page 15-16.

<sup>31</sup> Christine, Teaching Speaking in the Language Classroom, *SEAMEO Regional Language center* (2007), page 5.

Brainstorming as one of teaching and learning method then it should be valued as following activity.

## **2.Round Robin Brainstorming**

### **1) Definition of Round Robin Brainstorming**

Round Robin Brainstorming is a team work in which every member of group generating ideas with elaborate and comment the ideas, as one of the simplest, yet most flexible, team building structures, where each teammate takes a turn sharing for preset amount of time.<sup>32</sup>

### **2) The Purpose of Round Robin Brainstorming**

Round Robin is kind of cooperative learning structures, in essence students joining and contributing to the group, besides brainstorming which require the students to open up their individual idea based on any task. It brings many possible solutions that have set up as mere brainstorming, and regularly require the student to do speaking activity on the process of.<sup>33</sup>

### **3) Step of Round Robin Brainstorming**

According to Herni et al on Barkeley, the procedures of Round Robin Brainstorming in teaching speaking are as follows:

1. Arrange students into groups of four until six.
2. Explain the detail of brainstorming, that is to explore some ideas, which each group member will take turns clockwise without interrupting or hindering the idea flow.
3. If assigning roles like recorder or rule enforcer would be helpful, take a moment for role allocation.
4. Specify if the group will go around once or multiple times, set a time limit, and introduce the topic.
5. Initiate the activity by having one student state an idea aloud. Subsequently, each student contributes a new idea, continuing this

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<sup>32</sup> Spencer Kagan & Miguel Kagan, *Cooperative Learning*, San Clemente CA: Kagan Publishing (2009), p. 246.

<sup>33</sup> Spencer Kagan & Miguel Kagan, ..... p.10.21.

sessions until all students have participated. The objective is for the group to collectively discuss a topic, ensuring every member contributes numerous ideas in their turn.<sup>34</sup>

### 3. Advantages and Disadvantages of Round Robin Brainstorming

The most orientations on having students active in work by group could be determined by the structure also the technique being used. Thus, encouraging everyone to feel that the important of being individually accountable could be done if any group work. In order to encouraging the member to play an important roles, Round Robin Brainstorming as a method, seek an equalize participation, which means all the member have to participate on every activities, specifically based on their Round Robin Group.

Round Robin Brainstorming having some advantages and disadvantages as a teaching and learning speaking method. There are some advantages of Round Robin Brainstorming as follows, making some students are able to speak a lot in their classrooms. Meanwhile, the disadvantages one is that, Round Robin Brainstorming also could make the domination of some students in every group of Round Robin Brainstorming.<sup>35</sup>

## B. Previous Studies

Regarding to the previous study, there are some related studies as the researcher conduct, the first study is coming from Mona, by using Round Robin technique in speaking performance, it seems like there were three key findings through the impact of the Round Robin Technique on students' speaking performance. First, there was a significant positive effect observed in the statistical analysis. Second, there was a notable difference shown in the speaking

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<sup>34</sup> Herni Yanti et al, Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to The Eleventh MIA, SMA Murni Bandar Baru, *Kairo ELT Journal* (2019), p. 236.

<sup>35</sup> Istiqomah Nur Rahmawati et al, Improvement Grade X Students's Speaking Achievement Under Round Technique, *International Journal on Education*, Vol.1 No.1, page 2.

performance between the use of Round Robin Technique and conventional methods, as indicated by the results of an independent sample test. Lastly, the analysis of the experimental class demonstrated that speaking performance was notably better when utilizing the Round Robin Technique compared to conventional methods, it was shows that the alternative hypothesis being accepted and the rejection of null hypothesis.<sup>36</sup>

Herni Yanti et al. research highlighted the efficacy of the Round Robin Brainstorming technique in enhancing students' speaking abilities. The impact of implementing this technique was successfully bringing the consistent improvement in students' speaking scores from the post-test and pre-test. Data analysis revealed that the mean score of post-test was (76.06), it surpassed the score of formative test II that was (71.078), formative test I (65.04), and the pre-test (58.58). Quantitative insights gathered from the observations sheets, field notes and the result of questionnaires. They indicated that students exhibited a keen interest in learning speaking through the Round Robin Brainstorming technique. This method served as a confidence booster for students who previously struggled with speaking. The positive response was evident in the students' enjoyment of the speaking classes and their adapt the application of the technique, ultimately resulting in favorable outcomes.<sup>37</sup>

The third relevant study was coming from thesis of Khayati, that have said, Round Robin as a structure of cooperative learning that are effective and improve for students speaking skill, it proves by the result from the speaking progress of the students of VII E in Junior High School Mawaddah got the improvement from the preliminary study, from 56,95 to 68,90.<sup>38</sup> The relevant study related to the Round Robin Brainstorming was focusing on the impact of

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<sup>36</sup> Mona et al, The Effect of Round Robin Technique Toward Students' Speaking Performance at MTS. Muhammadiyah Pulau Punjung, *Journal of Education Management and Strategy* Vol 1, No. 1 (2022), page 82.

<sup>37</sup> Herni Yanti et al, Improving Students' Speaking Skill By Using Round Robin Brainstorming Technique To The Eleventh Mia Grade Students Of Sma Deli Murni Bandar Baru, *Kairos ELT Journal*, Vol. 3 No. 1 April 2019 , page 37.

<sup>38</sup> Khayati, *The Use of Round Robin Structure to Improve Students' Speaking Skill*, STAIN PONOROGO : Thesis of Khayati (2016), page 37.

Round Robin Brainstorming as a technique through the intro to linguistics class, from a study entitled ‘Applying Round-Robin Brainstorming to Introduction Linguistic Class’ by Elfrida Silalahi, English Program, Faculty of Social and Politic Sciences, University of Merdeka, Malang. Based on the study, the author has found that there was a progress from every cycle, the students’ scores increased from cycle I to cycle II, that enhancement on students’ comprehension of Introduction to Linguistics caused by Round Robin Brainstorming implementation. Consistent score improvements in successive tests suggest that the Round-Robin Brainstorming technique has the potential to enhance students’ grasp of Intro to Linguistics. The positive outcomes underscore the effectiveness of this approach in improving students’ performance in linguistic studies. Given these encouraging results, she was growing suggestion for English Teachers/Lecturers to employ the Round-Robin Brainstorming technique when teaching Intro to Linguistics at the college level. This method facilitates close monitoring of students’ understanding of specific course content and promotes a deeper comprehension.<sup>39</sup>

According to Yudi Arifani et, al, on the study of ‘The Use of Cooperative Round Robin Discussion Model to Improve Students’ Holistic Ability in TEFL’ they found that during the process of Round Robin Brainstorming, the students facing the hesitation while asking some question or delivering the question on their group .The worse thing could happened during presentation context, it could be generated a proposition that if the students did not equally participated in the small round robin discussion group so it can be projected that the bigger classroom discussion will only dominated by smarter students. It makes the equal roles of each member and time limit of small group should be maintained very strictly as consequently.<sup>40</sup>

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<sup>39</sup> Elfrida B R Silalahi, Applying Round Robin Brainstorming on Introduction to Linguistic Class, *EnJourMe : (English Journal of Merdeka), Culture Language and Teaching of English*, Vol. 5, Number 2, 2020, p.155.

<sup>40</sup> Yudi Arifani, et al, The Use of Cooperative Round Robin Discussion Model to Improve Students’ Holistic Ability in TEFL, *International Education Studies*, Vol. 10, Number 2, 2017, p.142.

Meanwhile, according to Raweewat Sripadith, on the study entitled, 'An Investigation of The Round Robin Brainstorming in Improving English Speaking Ability,' the findings shows the overall improvement on speaking abilities, the significant improvement specifically on language appropriateness, fluency, grammatical accuracy, and language appropriateness. There was found that the method successfully make the students more freely while expressing the idea without the fear of mistakes. That could boost the students' confidence levels as well as the teacher. Besides, Round Robin Brainstorming has the advantages on its flexibility and simplicity. The flexibility itself makes the effective tool in enhancing the teambuilding efforts.<sup>41</sup>

According to the previous research written by Niluh and Juliana, from University of Dharmawagsa, there was found the effectiveness of Round Robin technique through students speaking ability. The research object was SMA Budi Agung, the result was demonstrated that the students' speaking ability and vocabulary improved as a result of their participation while having Round Robin activity. It was found that the students' afraid while speaking English in class with a technique Round Robin is less. Besides students becoming more confident and enthusiast that was directly influencing their knowledge progress. From that study, which is basically used the pre-test and post-test, the result of an analysis of data shows the pre-test and the post test, which is in experimental class basically used Round Robin technique, it was found the score of mean that is 87,6; meanwhile in control class, it was found 78,4. That means the experimental class has higher score than control class, due to the use of Round Robin technique. On the other test as kind of hypothesis test, it was using two-tailed significance, the score was 0,000, which is  $0,000 < 0,05$  as the hypothesis test, it means the  $H_a$  was accepted and the  $H_o$  was rejected. The result from hypothesis test shows that Round Robin technique was effective in enhancing speaking ability in SMA Budi Agung. The Round Robin technique notably encouraged students to overcome their hesitation in speaking English and express themselves

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<sup>41</sup> Raweewat Sripadith, An Investigation of The Round Robin Brainstorming in Improving English Speaking Ability, *Journal of Education Learning*, Vol. 8, Number 4, 2019, p.159.



freely, especially in the discussion forum. This approach fostered a confident and enthusiastic environment, enabling students to stay updated and expand their knowledge while diminishing their fear of speaking. The statistical analysis, with a two-tailed significance level of  $0.000 < 0.05$ , supported the hypotheses, revealing a significant impact associated with implementing the Round Robin technique in the classroom. This evidence strongly indicates that the Round Robin approach effectively improves students' speaking abilities. Consequently, researchers view the Round Robin method as a viable alternative solution in instruction.<sup>42</sup>

### C. Hypothesis

Based on the reasearch with the title *The Effectiveness of Round Robin Brainstorming on the students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan Cilacap Regency* there are the hypothesis:

- a. Ho : Round Robin Brainstorming method is not effective for students' speaking skill grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency.
- b. Ha : Round Robin Brainstorming method is effective for students' speaking skill grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency.

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<sup>42</sup> Niluh Ramadani & Juliana, Applying Round Robin Technique on Students' Speaking Ability, *Journal of University Dharmawangsa*, Vol. 17, number 1, p. 273.

## CHAPTER III

### RESEARCH METHOD

The research method used quantitative research, with experimental design which is pre-test and post-test control group design specifically. Quantitative method defined as one of the research method based on positivism philosophy, it is used to observed certain population and sample, besides it is involving data collection by using research instrument, and using quantitative data analysis type while examine the hypotesis applied.<sup>43</sup> The research pledges has the concept, that is first; determining two group as the sample that are randomly chosen before, second; the pretest are given for the sample coming from experimental class followed by a treatment, fourth; the post-test is shared to the experimental class then followed by giving the pre-test to the control class without any treatment and the last, the post-test are given to the control class.<sup>44</sup>

#### A. Research Design

The research design of the thesis entitled *The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan Cilacap Regency* used quantitative method. Which is involving the object that was the students of grade 11 in Ya Bakii Senior High School Kesugihan. The research design used experimental includes pre-test and post-test control group design. Experimental method is an arrangement of research that is given the hypothesis testing strictly.<sup>45</sup>

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<sup>43</sup> Sugiyono, *Metode Penelitian Kuntitatif, Kualitatifdan R&D*, Bandung : Alfabeta, 2019, p. 15.

<sup>44</sup> Sugiyono, *Metode Penelitian Kuntitatif, Kualitatifdan R&D*,... p. 116.

<sup>45</sup> Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantitatif, Tangerang Selatan : Pascal Books*, 2021, p. 120.

## **B. Research Site and Participants**

### **1. Research Site**

The research is located at Ya Bakii Senior High School Kesugihan, Cilacap Regency, St. Kebon Salak Number 155, Kesugihan Induk, Kesugihan, Cilacap, Central Java, Pos Code 5327. The decision of choosing Ya Bakii Senior High School Kesugihan as the research site because of the school has not been applying Round Robin Brainstorming method especially on English learning process.

### **2. Research Participants**

The participants of this research was from student of Ya Bakii Senior High School grade 11 class of F3 and class of F4 on the Year of Accademic 2023 until 2024, the researcher who was applying the Round Robin Brainstorming method, and one of English teacher as one of the rater in speaking assessment.

## **C. Population and Sample**

### **1. Population**

Population are the combination of subject also object in a same generalization which has certain characteristic, quality, while determined by the researcher supposed to gain the conclusion at the end of research.<sup>46</sup>

The population of the research was students of Ya Bakii Senior High School Kesugihan, Cilacap Regency grade 11 that are divided into 6 class, it was 198 students as overall. The decision on choosing students from class of 11 due to the consideration of students readiness and the school's principle. Based on the preliminary research, the students class of 10 reviewed by the teacher as the students who still in addaptation phase, so that it should be English teacher's responsibility to take the time a lot with the students, besides the students class of 12 reviewed as the students that have to put more attention and focus on the summative examination as the end of high school,

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<sup>46</sup> Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D,....., p.285.

they need lot of time to mastering the material and skill as the school expected. Meanwhile, the class of 11 reviewed as the proper degree to be examined due to at that time, the students need more elaboration and the variation of learning method, so that it was proper to apply the method of Round Robin Brainstorming upon class of 11.

## 2. Sample

Sample is a or some parts of population includes all the characteristic which population has.<sup>47</sup> Sample defined as the part of population that has the certain characteristic.<sup>48</sup> Besides, the sample's determining design being used that was Simple Random Sampling. Simple Random Sampling is kind of technique in probability sampling while having data sampling process that are applied for homogenous population in common, which is not considering the degree of population.<sup>49</sup>

The sample of this research was from grade 11, spesifically class of F3 as the control class with the amount of students (32 students), and the class of F4 as the experimental class with the total of students (31 students). Total of sample was 63 students. The decission of choosing F3 and F4 as the sample due to consideration that in class of 11, there is 6 class that is F1,F2, F3, F4, F5, F6. The researcher was determinig F3 and F4 as the sample because of the students was observed as overall, they could be the representative of the class of 11. The decission of choosing the sample based on class done because of the the teacher and researcher viewed the students English speaking ability as equall for all class, so that by choosing F3 and F4 from the amount 6 class as the sample was not influencing through the unbalance in research. That decision on the preliminary research done by the researcher in the last two months before the treatment with the English teacher consideration by using simple random sampling.

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<sup>47</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,..., p.285.

<sup>48</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ..., p.127.

<sup>49</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,..., p.129.

#### D. Variable of The Research

In this research, there are two variables, the independent variable and dependent variable.

##### 1. Independent Variable (X)

Independent variable or free variable is a variable that are influencing the dependent variable changes.<sup>50</sup> In this research, the independent variable is Round Robin Brainstorming.

##### 2. Dependent Variable (Y)

Dependent variable or output variable is a variable which is influenced by independent variable, as the effect of independent variable.<sup>51</sup> In this research, the dependent variable is students' speaking skill.

#### E. Data Collection Techniques

The data collection defined as the strategic step on a research supposed to gain the data.<sup>52</sup> The data collection on this research as follows:

##### 1. Pre-test

Pre-test is a test designed as the intention to find out at the sample's ability before getting the treatment, the pre-test is used to measure how different the students' speaking skill before getting treatment in the experimental class and no treatment in control class.<sup>53</sup>

The pre-test being used in this reasearch was a project based, the pre-test was given to the students in form of an instruction to make a video of

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<sup>50</sup> Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, ..., p.69.

<sup>51</sup> Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, ..., p.69.

<sup>52</sup> Hardani et.al, Metode Penelitian Kualitatif & Kuantitatif, Yogyakarta: Pustaka Ilmu, p.120.

<sup>53</sup> Anas Sudijono, Pengantar Evaluasi Pendidikan, Jakarta: Raja Grafindo Persada, 2001, p. 70

individual speaking with the heading of the topic was 'Banning all kind of beggar in Indonesia to seek money from all public society.' The next, the set of the duration of speech was 2 until 4 minutes, which is the criteria of speaking assessment sheet was included on the pre-test sheet.

## 2. Post-test

A post-test assesses the students' mastery of materials after instruction. It measures the change in speaking skills between the experimental class (with treatment) and the control class (without treatment), determining the impact of the intervention on students' speaking abilities.<sup>54</sup>

The post-test used in the research was the written instruction through two classes, both control and experimental class. The instruction contains some rules to make a video about speaking, in the time duration of 2 until 4 minutes with the topic 'school can be second home of the students', the task should be recorded in form of video which is contain audio and visual.

## 3. Treatment

In this research, the treatment has been applicated through the experimental class, it was basically doing the learning process in 5 times of meeting with the same material, that was 'Stating Opinion, Stating Agreement and Stating Disagreement.' First, the learning process by using Round Robin Brainstorming method, start with grouping all the students into 5 until 6 groups, with the member on each group was 4 until 5 students. The next, the teacher gave the instructions about the topic have to discussed, about the set of time that was basically 5 minutes to discuss on each group, then followed by having a presentation session 10 minutes for every group. The rules of presentation and declare the ideas while having Round Robin Brainstorming method has differenciation with another discussion group. In Round Robin Brainstorming every member on each group has to determine their own idea

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<sup>54</sup> Wardah Fika Nur Afifah, *The Effectiveness of Joly Phonics Method towards Students' Pronunciation Ability in 7<sup>th</sup> Grade of SMPN 1 Bawang Banjarnegara*, Thesis : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, p.19.

which is different on each other. The cycle of the presentation has been rounded and the students have presented one by one regularly from the first speaker until the last speaker, in one circle. The end of learning process has no conclusion, because of the goal of Round Robin Brainstorming was supposed to dig students' independent, student personal interdependence, and critical thinking without imitating the other students' idea.

**Table (3.1) Schedule of The Treatment**

Time	Description
7 February, 2023 until 21 February, 2023	Doing the preliminary research, follows with determining the experimental and control class based on simple random sampling method, the random sampling done based on English teacher choices. She has been randomly choose from the 6 class exist, it was taken 2 class as the sample, it was depend on the all students' characteristic, especially grade 11 that considered as homogeneous sample.
12 August 2023	Starting the experiment without giving the treatment for control class, followed by giving the task to make a video about speaking with the duration around 2- 4 minutes, in order to be valued and to be assessed as pre test data.
26 August 2023	Starting the experiment without giving the treatment for control class.
2 September 2023	Doing the experiment session for experimental class, without substitute the

	treatment of Round Robin Brainstorming method during the learning process.
12 September 2023	Doing the experiment session for experimental class, with substitute the treatment of Round Robin Brainstorming method during the learning process.
16 September 2023	Doing the experiment session for control class, without substitute the treatment of Round Robin Brainstorming method during the learning process.
19 September 2023	Doing the treatment by teaching English using Round Robin Brainstorming method especially for experiment class treatment.
17 October 2023	Doing the treatment by teaching English using Round Robin Brainstorming method especially for experiment class treatment.
4 November 2023	Doing the experiment session for control class, without substitute the treatment of Round Robin Brainstorming method during the learning process.
18 November 2023	Doing the experiment session for control class, without substitute the treatment of Round Robin Brainstorming method during the learning process, followed by giving the post-test sheet to make a video about speaking with the duration around 2-4 minutes, in order to be valued.
28 November 2023	Doing the treatment by teaching English using Round Robin Brainstorming method especially for experiment class, followed by giving the post-test, to make a video about speaking with the duration around 2-4 minutes, in order to be valued.
21 December 2023	Collecting all the data of speaking assessment result both from control class and experiment class from the rater 1 and rater 2.



## F. Data Analysis

Data analysis are the activity for grouping the data based on the variable and kind of respondent, deserving the data of each variable which is being observed, do the calculation supposed to solve the problem, and do the calculation to examine the hypothesis being submitted.<sup>55</sup> There are some data analyses to support this research entitled ‘The Effectiveness of Round Robin Brainstorming Methon on Students’ Speaking Skill Grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency’ as follows:

### 1. Validity Test

The validity of research instrument being used in this research, basically expert validity. Expert validity are one of the process in validating the instrument involving the expert, which in that condition the expert give some suggestions and insight through the instruments while on the instruments construction process.<sup>56</sup> The validity focusly on the pre-test and post-test’s arrangement process, and the rubric of speaking that are being used by the raters supposed to valuing students’ speaking skill. The rater was valuing the data were two raters, first rater was from the expert, an English Teacher in Ya Bakii Senior High School Kesugihan, Cilacap Regency, Mrs. Qonita Khafidzoh, S.S. and the second rater was the reseracher, Asti Hayatri.

#### 1) Construct Validity

In this research, the construct validity are needed, in order to supporting the research that are basically using test or the similar kind of test. The construct of validity are the process of validating the symptom based on the definition used.<sup>57</sup> In this research the definition supposed to the effectiveness of Round Robin Brainstorming method. The construct validity determining the detail tools used to measure the

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<sup>55</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ..., p.206.

<sup>56</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*,..., p.179.

<sup>57</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*,...,p.179.

effectiveness of Round Robin Brainstorming, especially through speaking skill ability in Ya Bakii Kesugihan Senior High School, grade 11.

## 2) Content Validity

In this research, the content validity supposed to support the research, that are test based. The content validity is a validity through the content or material being used in the research.<sup>58</sup> The material being used related to the Round Robin Brainstorming application. In this research, the researcher have determined the content spesifically, that was about Stating Opinion, Agreement and Disagreement as one of material on subject matter English of grade 11 in Yaa Bakii Senior High School Kesugihan, Cilacap Regency.

## 2. Normality Test

Normality test is a test aimed to find out whether the dependent variable and independent variable has the normal distribution.<sup>59</sup> The normality test being used on this research was Lilliefors in IBM SPSS Statistic 20. The steps of normality test of data by using Lilliefors start from determining the signficance, with the significance level that is 5% (0,05), the hypothesis as follows:

H0 : Sample was coming from the data which is normally distributed

H1 :Sample was not coming from the data which is normally distributed

The criteria being used on this test as follows :

If  $L_{count} < L_{table} = H_0$  accepted, and

If  $L_{count} > L_{table} = H_0$  rejected

Besides, the formula being used was :

$$\bar{X} = (\sum xi)/n$$

<sup>58</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,.....p.184.

<sup>59</sup> Wardah Fika Nur Afifah, *The Effectiveness Of Jolly Phonics Method Towards Students' Pronunciation Ability In 7th Grade Of Smpn 1 Bawang Banjarnegara*, Thesis of Wardah Fika Nur Afifah : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, p.29.

$$S(Z_i) = Z_1, Z_2, \dots, Z_n \leq Z_i/n$$

$$SD = \sqrt{\frac{(xi^2 - \bar{x}^2)}{n-1}}$$

According to those formulas, the result of *t value* from *L count* and *L table* could be considered that are supposed to find out the proper hypothesis of normality test.<sup>60</sup>

### 3. Homogeneity Test

Homogeneity test is a test supposed to examine the similarity of the population and to find out the similarity before some groups.<sup>61</sup> The homogeneity test being used was Levene IBM SPSS Statistic 20. Levene test has the requirements that is, if the value of Levene Statistic > 0,05 (value of Levene higher than 0,05), it means that the data variations detected as homogeneous data.<sup>62</sup>

### 4. Hypothesis Test

The hypothesis test being used in this research was comparative hypothesis, that is a hypothesis that guess whether or not the significant distinction on the value from two group are exist.<sup>63</sup> The hypothesis test are spesifically using t-test sample related. The test being used in order to examine the comparative hypothesis two samples related was t-test two sample, especially the data in form of interval or ratio.<sup>64</sup> Besides, this research used paired sample t-test in analysing the data. Paired sample t-test is one method of testing the hypothesis where data that used is not independent paired sample, t-test applied supposed to compute the differences between the

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<sup>60</sup> Nuryadi, et.al, *Dasar-Dasar Statistik Penelitian*, Yogyakarta : *Sibuku Media*, 2017, p.82.

<sup>61</sup> Wardah Fika Nur Afifah, *The Effectiveness Of Jolly Phonics Method Towards Students' Pronunciation Ability In 7th Grade Of Smpn 1 Bawang Banjarnegara*,..., p.29

<sup>62</sup> Nuryadi, et.al, *Dasar-Dasar Statistik Penelitian*, ...,p.93.

<sup>63</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,..., p.210.

<sup>64</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,..., p.211.

result of post-test and pre-test sbth in control class and experimental class. The reseracher was focusly dig the data based on Paired Sample T-test.

According to Nuryadi, the basis of decision paired sample t-test is divided into two :

a. If the value of Sig. (2-tailed) < Research Alpha (0.05), then H0 is rejected and Ha is accepted.

b. If the value of Sig. (2-tailed) > Research Alpha (0.05), then H0 is accepted and Ha is rejected.<sup>65</sup>

Besides, the use kind of t-test formula also determined based on the result of homogeneity test, if the varian was not homogeneous, the t-test formula being used is t-test with separated varian as follows:<sup>66</sup>

$$t \text{ test (Separated Varian)} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$\bar{X}$  : The mean of students' score

S : varians

n : amout of data

<sup>65</sup> Nuryadi et al, *Dasar Dasar Statistik 2017*,..., p. 17.

<sup>66</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta, p.262.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter describes findings and discussion of the research, it begins with the description of the data, data analysis, and the discussion through the data has calculated based on the examination in this research. This research was using pre-test and post-test based, ended by hypothesis checking to examine whether or not the Round Robin Brainstorming method are effective for Students' speaking skill of grade 11 in Ya Bakii Senior High School, Kesugihan, Cilacap Regency.

#### **A. Findings**

##### **1. Description of The Data**

This research are typically quantitative experimental with the type of the data is ratio, as portrayed on the instrument being used in pre-test and post-test. The subject of the research is Students' Speaking Skill, then the object of the research was students of Ya Bakii Senior High School Kesugihan, grade 11. There was separated into two pledges of group, first, Control Class (32 students), then the Experimental Class (31 students). The sample taking are based on simple random sampling, with a data analyses are parametric based. The variable being used in this research is dependent variable that is Students' speaking skill, and independent variable that is Round Robin Brainstorming method. The kind of hypothesis being used according to the data is comparative hypothesis.

The flows of the experiment was beginning by having preliminary research, in order to collect the data of the school and the students spesifically about the teaching method used in English subject matter. Second, determining the sample and population with the teacher in the school to get the data of sample and population randomly. The third, having an research instruments process to get the valid construction of the data pre-test and post-test, follows by instruments validation by the expert, includes reliability of the instrument, on this step the researcher fixed the rubric of speaking assessment with the instrument validators. Fourth, the researcher examine the

two class both control and experiment by using pre-test and post-test has validated. The experimental class is the class that get the treatment, meanwhile the control class is the class that was not getting the treatment. At the end of the examination through the sample, there is the data results from pre-test and post-test, both from rater 1 and rater 2 in subject matter of English with focus on ‘Stating Opinion, Disagreement, and Agreement,’ where these shows as control class and experimental class in different table as follows:

**Table (4.1) Average of Pre Test - Post Test Control Class  
Valued by Rater 1 & Rater 2**

CONTROL CLASS	PRE TEST			POST TEST		
	RATER 1	RATER 2	AVERAGE	RATER 1	RATER 2	AVERAGE
1.	46,67	46,67	46,67	43,66	50	46,83
2.	43,33	56,67	50	46,67	40	43,335
3.	36,67	33,33	35	53,33	63,33	58,33
4.	50	46,67	48,335	60	50	55
5.	50	36,67	43,335	53,33	43,33	48,33
6.	43,33	56,67	50	36,67	40	38,335
7.	56,67	56,67	56,67	60	50	55
8.	60	23,33	41,665	56,67	43,33	50
9.	33,33	26,67	30	33,33	40	36,665
10.	43,33	56,67	50	46,67	40	43,335
11.	56,67	56,67	56,67	50	63,33	56,665
12.	43,33	46,67	45	43,33	50	46,665
13.	43,33	56,67	50	33,33	40	36,665
14.	33,33	46,67	40	43,33	50	46,665
15.	46,67	46,67	46,67	50	66,67	58,335
16.	46,67	56,67	51,67	53,33	40	46,665
17.	46,67	56,67	51,67	43,33	50	46,665
18.	60	30	45	60	40	50
19.	43,33	56,67	50	43,33	50	46,665
20.	46,67	46,67	46,67	53,33	56,67	55
21.	50	33,33	41,665	53,33	70	61,665

22.	56,67	40	48,335	33,33	40	36,665
23.	53,33	36,67	45	56,67	50	53,335
24.	43,33	30	36,665	46,67	40	43,335
25.	56,67	40	48,335	43,33	50	46,665
26.	43,33	36,67	40	36,67	40	53,33
27.	33,33	36,67	35	33,33	50	41,665
28.	56,67	36,67	46,67	53,33	43,33	48,33
29.	46,67	30	38,335	46,67	40	43,335
30.	56,67	43,33	50	43,33	66,67	55
31.	43,33	40	41,665	43,33	50	46,665
32.	60	30	45	60	50	55

According to the table (4.1), there's the data description about the control class both in pre-test and post-test session. The control class contains 32 students which are being involved in both sessions of data collection process, that is pre-test session and post-test session. Their pre-test and post-test results of English speaking assessment were valued by two raters. The first rater was Qonitat Khafidzoh, S.Pd, and the second rater was the researcher, Asti Hayatri. Every student in the control class did not get the treatment as the experimental class. Based on the pre-test data valued by rater 1, the lowest score was 33.33 then for the highest score was 60, besides based on pre-test data valued by rater 2, the lowest score was 26.67 then the highest score was 56.67. In pre-test, the lowest average value from the rater 1 and rater 2 was 30, meanwhile the highest score of average value on pre-test was 56.67. Compared with the post-test score, based on the rater 1, the lowest score was 33.33, and the highest score was 60, besides based on rater 2, the lowest score of post-test was 40, and the highest score of post-test was 66.67. The lowest average score of post-test was 36.665 and the highest average score of post-test was 61.665.

**Table (4.2) Average of Pre Test - Post Test Experiment Class**  
**Valued by Rater 1 & Rater 2**

EXPERIMENT CLASS	PRE TEST			POST TEST		
	RATER 1	RATER 2	AVERAGE	RATER 1	RATER 2	AVERAGE
1.	40	50	45	56,67	60	58,335
2.	70	40	55	80	73,33	76,665
3.	26,67	63,33	45	50	66,67	58,335
4.	46,67	50	48,335	53,33	53,33	53,33
5.	46,67	43,33	45	53,33	53,33	53,33
6.	33,33	40	33,33	40	46,67	43,335
7.	50	50	50	46,67	70	46,67
8.	63,33	43,33	53,33	63,33	53,33	58,33
9.	50	40	45	53,33	63,33	58,33
10.	50	40	45	53,33	50	51,665
11.	53,33	63,33	58,33	60	60	60
12.	30	50	40	53,33	46,67	50
13.	30	40	35	60	33,33	46,665
14.	46,67	50	48,335	60	70	65
15.	40	66,67	53,335	60	66,67	63,335
16.	46,67	40	43,335	63,33	66,67	65
17.	40	50	45	60	70	46
18.	43,33	40	41,665	60	40	50
19.	40	50	45	56,67	66,67	61,67
20.	50	56,67	53,335	53,33	60	56,665
21.	43,33	70	56,665	50	53,33	50
22.	46,67	40	43,335	56,67	56,67	56,67
23.	60	50	55	70	53,33	61,665
24.	53,33	40	46,665	63,33	73,33	68,33
25.	60	50	55	60	66,67	63,335
26.	30	40	35	50	60	55
27.	43,33	50	43,33	53,33	53,33	53,33
28.	40	43,33	41,665	50	53,33	51,665
29.	46,67	40	43,335	63,33	70	52
30.	43,33	66,67	55	50	70	60
31.	36,67	50	43,335	66,67	73,33	70



According to the data of experimental class on pre-test and post-test, there is the data description of experimental class, first about the pre-test score. Based on rater 1, the lowest score of pre-test was 26.67 then the highest core of pre-test was 70. Meanwhile, based on the rater 2, the lowest score of pre-test was 40, and the highest score of pre-test was 66.67. The average score from rater 1 and rater 2 is that, first the lowest average score was 33.33 and the highest average score was 58.33. Moving on to the post-test score of experimental class, based on the rater 1, the lowest score was 40, and the highest one was 80. Meanwhile, based on the rater 2, the lowest score was 33.33, and the highest score was 73.33. The lowest average score from both rater 1 and rater 2 on post-test was 43.335, and the highest average score of post test from rater 1 and rater 2 was 76.665.

**Table (4.3) Descriptive statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control	32	30.00	56.67	45.3669	6.16032
Post Test Control	32	36.66	61.66	48.4456	6.72171
Pre Test Eksperimental	31	33.33	58.33	46.6681	6.53855
Post Test Eksperimental	31	43.33	76.66	56.9194	7.64995
Valid N (listwise)	31				

According to the descriptive statistics, there was found that mean of post-test experimental class is 56,9194, then the mean of pre test for experimental class is 46,6681, so that the mean different is 10,2513. For the control class, there was found that the post test mean is 48,4456, then for the pre test control class is 43,3669, that means the mean difference is 3,0787.

## 2.Data Analysis

### 1. Instrumet Validation

The research has conducted used instrument validation at the beginning of the research. The istrument validation being used was validity by expert. Validity by expert is the process or validating, both construct and cotent validity through the instrument was used. The instruments used was pre-test and post-test, and the rubric of speaking assessment.

## 2. Normality Test

**Table (4.4) Test of Normality**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Pre Test dan Post Test Gabungan	Kelas Control	.110	64	.052	.984	64	.551
	Kelas Eksperimental	.092	62	.200*	.982	62	.495

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the test of normality by Lilliefors test and Shapiro Wilk, it shows the data that the significance of control class was 0,052, which is  $0,552 > 0,005$ , it means the control class data distribution was normal. Based on the test of normality o experiment class, the significance shows 0,200, which is  $0,200 > 0,005$ , it means the experiment class data distribution was normal. Besides, based on normality test by Shapiro Wilk, the significance of control class shows 0,551, which is  $0,551 > 0,005$ , then at the experiment class, it shows the significance that was 0,495, which is  $0,495 > 0,005$ . That means, the normality test both for the control and experiment class was normal.

## 3. Homogeneity Test

**Table (4.5) Homogeneity test**

		Levene Statistic	df1	df2	Sig.
Pre Test dan Post Test Gabungan	Based on Mean	5.644	1	124	.019
	Based on Median	5.744	1	124	.018
	Based on Median and with adjusted df	5.744	1	119.377	.018
	Based on trimmed mean	5.614	1	124	.019

Based on the table of homogeneity test, the value of mean shows 0,019, which is  $0,019 < 0,05$ , it means the data was not homogenous. The significance of the value of median was 0,018, which is  $0,018 < 0,05$ , it means the data was not homogenous.

#### 4.Hypothesis Test

**Table (4.6) Hypothesis 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 Control - Post Test Control	-3.07875	8.47608	1.49837	-6.13470	-.02280	-2.055	31	.048
Pair 2	Pre Test Eksperimental - Post Test Eksperimental	-10.25129	7.47160	1.34194	-12.99189	-7.51069	-7.639	30	.000

Based on the Paired Sample test, as the hypothesis test, there was found that the pre test and post test in control class has the significace 0,048, which is  $0,048 < 0,05$ , that means  $H_a$  was accepted and  $H_o$  was rejecteted, it could be defined that Round Robin Brainstorming method was not effective through students speaking skill even if based on the data shows the effectiveness for control class, it was because of there was no treatment related in control class, meanwhile, in experimet class, the significancewas 0,000, which is  $0,000 < 0,05$ , which means  $H_a$  was accepted, and  $H_o$  was rejected, that means Round Robin Brainstorming method was effective for experimental class, and absolutely effective because of the experimental class has treatment while learning process that used Round Robin Braintorming method.

#### B. Discussion

As the beginning purpose of this study entitled *The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency*, the researcher supposed to examine whether or not Round Robin Brainstorming are effective for students' speaking skill. The researcher gain some positive data from the process of examining the speaking skill by using Round Robin Brainstorming method. From the result of the students outcome on having the learning process by implementing a method, the researcher are able to assume that the method related was effective for students' speaking skill. The effectiveness are detected by the result of paired sample test has applied on the value of significance,

related to the criteria exist. According to the result of paired sample test, the value of experimental class from pre-test and post-test was 0,000, which is  $0,000 < 0,05$ , which means  $H_a$  was accepted, and  $H_o$  was rejected, that means the method was effective for experimental class. Besides, from the control class, the result of the test that was 0,048, which is  $0,048 < 0,05$ , that means  $H_a$  was accepted and  $H_o$  was rejected, it could be defined that the method was not effective through students speaking skill even if based on the data shows the effectiveness for control class, it was because of there was no treatment related in control class. Meanwhile, in experimental class, as the sample of the research, the method was effective, so that it could be defined that Round Robin Brainstorming was effective on students' speaking skill of grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap regency.

The researcher was using the pre-test and post-test to collect the data of students' speaking skill, it was in form of instruction supposed to the students' grade 11, to make an individual speaking video both experiment class and control class. As Maulana Mualim have stated related to the type of speaking assessment, that assessing speaking requires the oral performance of the students which is basically done with recorded the students' oral performance, the student could be asked to make an audio about introducing themselves in English.<sup>67</sup> In this research, the researcher involving the instruction for making a video, that was obviously contain an audio as the process on students' speaking assessment to examine the effectiveness of the method on speaking skill.

The positive effects from the process examining the method during the learning process on experiment class, that was the students becoming less of anxiety due to the process of speaking was presented based on their group, it was affect through the students that they could speaking more productive rather than they have speaking presentation by theirself. On some conditions, the students put their enjoy expression while having presentation session, it was

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<sup>67</sup> Maulana Mualim et.al, The Use of Interactive Formative Assessment in An EFL Class Through The Comment Column of Google Classroom, .....p.37.

because of on the learning process students have no pressure, but they just have to speak as their thought have arranged before, besides the students presents the result of their discussion with joyfull. As the beginner, building the defend to prevent the anxiety by express the joyfull while speaking activity individually is important, it could boost up the students to produce the words more.

In favour of Raweewat Sripadith study entitled, '*An Investigation of The Round Robin Brainstorming in Improving English Speaking Ability*,' the findings shows the overall improvement on speaking abilities, the significant improvement spesifically on language appopriateness, fluency, grammatical accuracy, and language appropiateness. There was found that the method successfully make the students more freely while expressing the idea without the fear of mistakes. That could boost the students' confidence levels as well as the teacher. Those relation on the result while applying Round Robin Brainstorming method proves that that method brings the influence on speaking ability, not only in side of language aspects but also, anxiety or feel nervous caused by speaking activity, it could be decreased by applying Round Robin Brainstorming as the following beneficial on applying that learning method.<sup>68</sup> In accordance of the similarity of result on Round Robin Brainstorming method implementation during speaking class, the previous researcher found that the method could make the students expressing the idea freely and without the fear of mistakes, meanwhile based on the researcher the method could make the students express the idea without having pressure and can build joyfull condition in their own group discussion especially while having presentation as speaking activity during the class, the following positive impact was that the more students enjoy the speaking activity on their group, the more students on another group feel comfort too on their group.

Based on the result about the effectiveness of Round Robin Brainstorming method on experimental class in Ya Bakii Kesugihan Senior

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<sup>68</sup> Raweewat Sripadith, *An Investigation of The Round Robin Brainstorming in Improving English Speaking Ability*,.....p.159.

High School Kesugihan, it was influenced by some factors, according to Spencer Kagan, Round Robin Brainstorming is a team work in which every member of group generating ideas with elaborate and comment the ideas, as one of the simplest, yet most flexible, team building structures, where each teammate takes a turn sharing for preset amount of time.<sup>69</sup> The first factor is about the method has applied, it was successfully push the students to generates the ideas, it could be seen from the activity while having treatment, that all students have speak up. The point were not only about generating the idea, but how all the students as a member of a group getting the chance to present the idea. Those conditions build up the equal chance through all the member of the group. As the Round Robin Brainstorming ensures that every student in the group gets an equal chance to present their ideas, the method will assist more the teacher in teaching more efficiently and helping the students to create an attractive, enjoyable, and engaging learning atmosphere.<sup>70</sup>

Considering onto the material that the researcher found the related goals between improving speaking skill by using Round Robin Brainstorming and the goal of the subject matter that not merely require students to states some argumentations, opinions in form of agreement or disagreement, refers to the material of stating opinion, agreement and disagreement. The certain material while testing and valuing the speaking skills becoming the point that was difficult being built, but on this research, the reseracher found the certainty between the material used to teach speaking and the method being used that are proper, also found the progress on speaking skill, spesifically on experiment class.

Refers on the study of *Shaping Students' Character through Edutainment Strategies* from Desi Wijayanti Ma'rufah et al, one of the method to form student character is by creating creative and fun environment that are supposed to make the students do not experience in boredom in the learning

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<sup>69</sup> Spencer Kagan & Miguel Kagan, *Cooperative Learning*, ..., p. 246.

<sup>70</sup> Nurul Annisa et.al, Teaching Vocabulary Through Round Robin Brainstorming Technique, *English Education Journal*, 2022, p.53.

process and can develop their talents with the teachers' guidance.<sup>71</sup> These conditions can be built by applying Round Robin Brainstorming method, where the students have the different learning process and its environment, this method can affecting the students on having fun learning by building the interaction on discussion group based, and the session of presenting the result. The process of learning especially on discussion session and presenting session teach the students to respect the others answer by listening them even if the students have their own opinion. Those parts of activity in Round Robin Brainstorming method could help the school, spesifically on English subject matter to build students' character.

Besides, acccording to the previous research written by Niluh and Juliana, from University of Dharmawagsa, it was detected that the effectivenesss of Round Robin technique through students speaking ability in SMA Budi Agung, the result was demonstrated that the students' speaking ability and vocabulary improved as a result of their participation while having Round Robin activity. It was found that the students' afraid while speaking English in class with a technique Round Robin is less. Besides students becoming more confident and enthusiast that was directly influencing their knowledge progress.<sup>72</sup> Related to that study, the reseracher was found about the following phenomenon generated from Round Robin Brainstorming activity, the progress of speaking skill in that class, the habit was built such as, first the students becoming less in anxiety while speaking, the anxiety is a factor that difficult to be measured but it can broke all the speaking activity when it comes on every single one while speaking, besides the more practice using Round Robin Brainstorming the more students has positive interdependence. Positive interdependence is a situation where group of a students has equal portion in believing through the member of a group in discussing a matter. One of the advantages of positive interdependence is,

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<sup>71</sup> Desi Wijayanti Ma'rufah et. al , Shaping Students' Character through Edutainment Strategies, *Journal of Education and Social Research*, Vol. 11, Number 6, 2021, p.174.

<sup>72</sup> Niluh Ramadani & Juliana, Applying Round Robin Technique..., p. 273.

during the learning process with positive interdependence brings the students to share their goal, knowledge and skill, it shows the form of share team goal, so the students cooperate for mutual benefit.<sup>73</sup> That habit could lead the students for having high tolerance, togetherness, also critical thinking. The critical thinking itself are also happens due to the in the aftermath of a Round Robin Brainstorming method, the students was required for having an individual and different answer with all member in a team, so that they are trained to be independently work and think, also present their thought on their group, every student has an equal position, every student has equal responsibility on their group, and every individual has different exploration on their answers about the topic being discuss in the Round Robin Brainstorming activity.

To sum up those results on examining Round Robin Brainstorming method through students' speaking skill. It was found that Round Robin Brainstorming method was effective on students' speaking skill grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency. The positive results was from the differences of pre-test and post-test value both from control class and experiment class. Based on the hypothesis test, in experiment class, the significance was 0,000, which is  $0,000 < 0,05$ , which means  $H_a$  was accepted, and  $H_o$  was rejected, that means Round Robin Brainstorming method was effective for experimental class, and absolutely effective because of the experimental class has treatment while learning process that used Round Robin Brainstorming method. Besides, the following impacts overall on the experiment is related to the advantages of Round Robin Brainstorming implementation in side of anxiety and the fear of mistakes that are decrease while learning English speaking, and build the students more confidence to speak up. Beside the habit that are could lead the students for having high tolerance, togetherness, also critical thinking, it could not be measure as this

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<sup>73</sup> Spencer Kagan and Miguel Kagan, Cooperative Learning, California : Kagan Publishing, 2009, p.12.6.



research done while examine Round Robin Brainstorming on students' speaking skill. Those following beneficial has strenghten the effectivenes of the method being used in this research.



## **CHAPTER V**

### **CONCLUSION, LIMITATION OF THE STUDY, AND SUGGESTION**

This chapter concludes the end of the research with some suggestions and the limitation of the study. The conclusion is portrayed objectively based on the data analyses of the research.

#### **A. Conclusion**

According to the result of the calculation on detecting and examining whether or not Round Robin Brainstorming are effective on students' speaking skill of grade 11 in Ya Bakii Senior High School Kesugihan Cilacap Regency, it could be concluded that Round Robin Brainstorming method was effective, the sample of the experimental class that detected as effective, it was representatively includes grade of 11 of Ya Bakii Senior High School Year of Accademic 2023/2024. Based on the data of a hypothesis test, there was found that the pre test and post test in control class has the significace 0,048, which is  $0,048 < 0,05$ , that means  $H_a$  was accepted and  $H_o$  was rejected, it could be defined that Round Robin Brainstorming method was not effective through students speaking skill even if based on the data shows the effectiveness for control class, it was because of there was no treatment related in control class, meanwhile, in experiment class, the significance was 0,000, which is  $0,000 < 0,05$ , which means  $H_a$  was accepted, and  $H_o$  was rejected, that means Round Robin Brainstorming method was effective for experimental class, and absolutely effective because of the experimental class has treatment while learning process that used Round Robin Braintorming method. The reseracher concluded that Round Robin Brainstorming method was effective on students' speaking skill of grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency.

## **B. Limitation of The Study**

Based on the study conducted by the researcher, this study has some limitations. It might be the factors that are could be considered by the other researcher with has same subject of research. Those limitations are as follows:

1. This study has been limited to investigate The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan, Cilacap Regency, especially Year of Academic 2023 until 2024, besides it supposed to apply the method of Round Robin Brainstorming method on teaching English, spesifically speaking skill.
2. On the process of determining the sample, the researcher was not involving the tools while taking the sample by herself, but the researcher involving the expert in that school as the object of the research, to take the sample.
3. The time alocation for having treatment, from the first treatment to the next treatment on experiment class was too long, due to the object of the research related has some projects at the same time.

## **C. Suggestion**

1. For School

This research is expected to give the variation of teaching method through the school that is Round Robin Brainstorming, besides it supposed to give an outlook for the school related to the teaching method as merely Round Robin Brainstorming.

2. For Teachers

For the teacher it supposed to contribute in side of thought to achieve change and improve the variation of activity and method while teaching English through Students' speaking skill.

3. For Researcher

It would be as an experiences, then it would be applied at the end of the day while having the teaching opportunity in work space.

#### 4. For Readers

It can enlarge readers' knowledge, motivation and the refference while teaching speaking, especially by using Round Robin Brainstorming method. Besides it can be usefull for the further research to do a better research about teaching method related to the students' speaking skill.



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## **APPENDICES**



## SCHOOL PROFILE

Name Sekolah	: SMA YA BAKII (YAYASAN BADAN AMAL KESEJAHTERAAN ITTIHADUL ISLAMIYAH) Kesugihan
Alamat	: Jalan Kebon Salak, Kesugihan Induk. Telp (0282) 695411 Cilacap Kode Pos 53274
Kepala Sekolah	: Moh. Hasbullah Maulana, S.Pd.I.
Penasehat Sekolah	: Endung Supriyatna
Kecamatan	: Kesugihan
Kabupaten	: Cilacap
Provinsi	: Jawa Tengah
Status Sekolah	: Swasta
Pemilik	: Yayasan
Tanggal SK Pendirian	: 23-01-1982
SK Pendirian Sekolah	: 046/I.03.4/SWT/M.82
Akreditasi	: B
No. SK Akre.ditasi	: 1267/BAN-SM/SK/2021
Telepon	: (0294) 695411
Website	: <a href="https://smayabakii.sch.id/">https://smayabakii.sch.id/</a>
Email	: smayabakii.kesugihan@gmail.com



# CALENDAR OF EDUCATION

**KALENDER PENDIDIKAN**  
SMA Ya BAKII KESUGIHAN KABUPATEN CILACAP  
TAHUN PELAJARAN 2022/2023

Bulan	Juli 2022	Agustus 2022	September 2022	Oktober 2022	November 2022	Desember 2022
Hari	11	19	26	17	26	7
Minggu	10, 17, 24, 31	7, 14, 21, 28	4, 11, 18, 25	1, 8, 15, 22, 29	5, 12, 19, 26	2, 9, 16, 23, 30
Senin	1, 8, 15, 22, 29	5, 12, 19, 26	12, 19, 26	3, 10, 17, 24, 31	7, 14, 21, 28	5, 12, 19, 26
Selasa	2, 9, 16, 23, 30	6, 13, 20, 27	13, 20, 27	4, 11, 18, 25	1, 8, 15, 22, 29	6, 13, 20, 27
Rabu	3, 10, 17, 24, 31	7, 14, 21, 28	14, 21, 28	5, 12, 19, 26	2, 9, 16, 23, 30	7, 14, 21, 28
Kamis	4, 11, 18, 25	1, 8, 15, 22, 29	1, 8, 15, 22, 29	6, 13, 20, 27	3, 10, 17, 24	1, 8, 15, 22, 29
Jum'at	5, 12, 19, 26	2, 9, 16, 23, 30	2, 9, 16, 23, 30	7, 14, 21, 28	4, 11, 18, 25	2, 9, 16, 23, 30
Sabtu	6, 13, 20, 27	3, 10, 17, 24	3, 10, 17, 24	1, 8, 15, 22, 29	5, 12, 19, 26	3, 10, 17, 24, 31
Bulan	Januari 2023	Februari 2023	Maret 2023	April 2023	Mei 2023	Juni 2023
Hari	25	23	9	24	19	5
Minggu	2, 9, 16, 23, 30	6, 13, 20, 27	6, 13, 20, 27	3, 10, 17, 24, 31	8, 15, 22, 29	5, 12, 19, 26
Senin	3, 10, 17, 24, 31	7, 14, 21, 28	7, 14, 21, 28	4, 11, 18, 25	2, 9, 16, 23, 30	6, 13, 20, 27
Selasa	4, 11, 18, 25	1, 8, 15, 22	1, 8, 15, 22, 29	5, 12, 19, 26	3, 10, 17, 24, 31	7, 14, 21, 28
Rabu	5, 12, 19, 26	2, 9, 16, 23	2, 9, 16, 23, 30	6, 13, 20, 27	4, 11, 18, 25	8, 15, 22, 29
Jum'at	6, 13, 20, 27	3, 10, 17, 24	3, 10, 17, 24, 31	7, 14, 21, 28	5, 12, 19, 26	2, 9, 16, 23, 30
Sabtu	7, 14, 21, 28	4, 11, 18, 25	4, 11, 18, 25	1, 8, 15, 22, 29	13, 20, 27	3, 10, 17, 24

- Keterangan :**
- 1. = KBM
  - 2. = KPD
  - 3. = UTS/UAS/UKK
  - 4. = Pembagian Buku Raport
  - 4. = Pembagian Buku Raport
  - 5. = Hari Libur
  - 6. = Ujian Nasional/Ujian Sekolah/Ujian Praktek

Kabupaten Cilacap, 21 Juni 2022  
Yang Meneutkannya,  
Kepala Sekolah  
  
MOH HASBULLOH MAULANA  
SPd  
NIP. -

Kesugihan, 21 Juni 2022  
Waka Kurikulum  
  
Drs. Wasim Hadi Sarwono

Masuk Sekolah Tahun Pelajaran 2022 / 2023 Tanggal 11 Juli 2022

## LESSON PLAN

Meet 1  
 Date 12/08/2023

### Rencana Pelaksanaan Pembelajaran Kurikulum Merdeka

Satuan Pendidikan : SMA YA BAKII 01 Kesugihan  
 Kelas / Semester : Fase F-11 / 1 (F4)  
 Mata Pelajaran : Bahasa Inggris  
 Alokasi Waktu : 2 x pertemuan (2 x 45 menit)  
 Materi Pembelajaran : Stating Opinion, Agreement dan Disagreement

**A Tujuan Pembelajaran (TP)**

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran sesuai konteks penggunaannya.
2. Mengidentifikasi berbagai ungkapan yang digunakan dalam memberikan saran dan tawaran.
3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional terkait saran dan tawaran sesuai konteks penggunaannya.
4. Membuat teks dialog berisi ungkapan memberikan saran dan tawaran.
5. Membawakan dialog yang telah dibuat.

**B Indikator Pembelajaran**

1. Peserta didik mengidentifikasi interaksi transaksional tawaran berupa pernyataan pendapat.
2. Peserta didik mampu merancang teks dialog keseharian di sekolah memuat pernyataan pendapat, menerima dan mendaki pendapat.

**C Kegiatan Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<b>Orientasi</b> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam pembuka.</li> <li>• Guru menanyakan kehadiran siswa.</li> <li>• Guru mengajak siswa berdoa.</li> </ul> <b>Apersepsi</b> <ul style="list-style-type: none"> <li>• Guru menanyakan materi sebelumnya.</li> <li>• Guru menanyakan pengetahuan siswa mengenai stating, agreeing dan disagreeing opinion.</li> </ul>	10 menit
Kegiatan Inti	<b>Motivasi</b> <ul style="list-style-type: none"> <li>• Guru menyampaikan tujuan pembelajaran yang akan dicapai.</li> </ul>	20 menit

		Date
	<ul style="list-style-type: none"> <li>Expressing of stating opinion               <ul style="list-style-type: none"> <li>Guru menjelaskan definisi, fungsi, tujuan, dan aturan penggunaan stating opinion terhadap fenomena di sosial media</li> </ul> </li> <li>Expressing for agreeing dan disagreeing               <ul style="list-style-type: none"> <li>Guru memberikan contoh-contoh kata dan kalimat untuk agreeing dan disagreeing opinion.</li> <li>Guru memberikan lembar instruksi pembuatan teks dialog stating opinion bersamaan dengan menentukan siswa untuk membuatnya secara berpasangan</li> <li>Siswa mengerjakan perintah soal guru.</li> </ul> </li> </ul>	45 menit
Penutup	<ul style="list-style-type: none"> <li>Guru memberikan kesimpulan tentang isi materi yang telah dipelajari</li> </ul>	7 menit
	<ul style="list-style-type: none"> <li>Guru memberikan instruksi pembuatan video individu untuk siswa berkenaan dengan stating opinion / agreeing opinion / disagreeing opinion sebagai tugas rumah</li> </ul>	5 menit
	<ul style="list-style-type: none"> <li>Guru mengakhiri kelas dengan salam dan doa.</li> </ul>	3 menit

#### D. Penilaian Pembelajaran Keterampilan

1.) Kemampuan Berbicara

2.) Kemampuan Menulis

(Rubrik) - Speaking (Lampiran)

- Writing (Lampiran)

## TREATMENT IN EXPERIMENT CLASS



*Applying Round Robin Brainstorming method meet 1*



*Applying Round Robin Brainstorming method meet 4*



*Applying Round Robin Brainstorming method meet 2*



*Applying Round Robin Brainstorming method meet 5*



*Applying Round Robin Brainstorming method meet 3*

## **INSTRUMENT**

Satuan Pendidikan : SMA

Nama Sekolah : SMA YA BAKII 01 KESUGIHAN CILACAP

Kelas/ Semester : 11 Fase F (F3/F4)/1

Mata Pelajaran : Bahasa Inggris

Subjek Materi : Stating Opinion, Agreement and Disagreement

---

### **PRE TEST**

1. Make an individual speech video without looking at the text about this following topic :
  - Banning all kind of beggar in Indonesia to seek money from all public society.
2. Set the duration of speech arround 2- 4 minutes!
3. Submit the video to the head class!
4. Collect all the videos by using google drive link in one week deadline!

The analysis of the video will be conducted based on rubric at the following page

Satuan Pendidikan : SMA  
Nama Sekolah : SMA YA BAKII 01 KESUGIHAN CILACAP  
Kelas/ Semester : 11 Fase F (F3/F4)/1  
Mata Pelajaran : Bahasa Inggris  
Subjek Materi : Stating Opinion, Agreement and Disagreement

---

### **POST TEST**

5. Make an individual speech video without looking at the text about this following topic :
  - School can be 'second home' of the students.
6. Set the duration of speech around 2- 4 minutes!
7. Submit the video to the head class!
8. Collect all the videos by using google drive link in one week deadline!
9. The analysis of the video will be conducted based on rubric at the following page.

Satuan Pendidikan : SMA  
 Nama Sekolah : SMA YA BAKII 01 KESUGIHAN CILACAP  
 Kelas/ Semester : 11 Fase F (F3 & F4)  
 Mata Pelajaran : Bahasa Inggris  
 Subjek Materi : Stating Opinion, Agreement and Disagreement

### SCORING RUBRIC FOR SPEAKING

N O	ASPECT	SCO RE	DESCRIPTION
1.	Pronunciation and Accent	5	<input type="checkbox"/> Pronunciation is excellent; good effort at accent.
		4	<input type="checkbox"/> Pronunciation is good; good effort at accent.
		3	<input type="checkbox"/> Pronunciation is good; some effort at accent, but is definitely non-native.
		2	<input type="checkbox"/> Pronunciation is okay; no effort towards a native accent.
		1	<input type="checkbox"/> Pronunciation is lacking and hard to understand; no effort towards a native accent.
2.	Content	5	<input type="checkbox"/> Understand all the statement without any difficulties.
		4	<input type="checkbox"/> Understand almost all the statement, although there is repetition in certain part.
		3	<input type="checkbox"/> Understand most of what she/he talks in slow speaking.
		2	<input type="checkbox"/> Content is related with the test.
		1	<input type="checkbox"/> Content is not related with the test.
3.	Vocabulary	5	<input type="checkbox"/> Excellent control of language features; a wide range of well-chosen vocabulary.
		4	<input type="checkbox"/> Good language control; good range of relatively well-chosen vocabulary.
		3	<input type="checkbox"/> Adequate language control; vocabulary range is lacking.



		2	<input type="checkbox"/>	Weak language control; basic vocabulary choice with some words clearly lacking.
		1	<input type="checkbox"/>	Weak language control; vocabulary that is used does not match the task.
4.	Grammar	5	<input type="checkbox"/>	Accuracy & variety of grammatical structures.
		4	<input type="checkbox"/>	Some errors in grammatical structures possibly caused by attempt to include a variety.
		3	<input type="checkbox"/>	Frequent grammatical errors that do not obscure meaning; little variety in structures.
		2	<input type="checkbox"/>	Frequent grammatical errors even in simple structures that at that times obscure meaning.
		1	<input type="checkbox"/>	Frequent grammatical errors even in simple structures; meaning is obscured.
5.	Fluency	5	<input type="checkbox"/>	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
		4	<input type="checkbox"/>	Smooth and fluid speech; few hesitations, a slight search for words, inaudible word or two.
		3	<input type="checkbox"/>	Speech is relatively smooth; some hesitations and unevenness caused by rephrasing and searching for words; volume volume waver.
		2	<input type="checkbox"/>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
		1	<input type="checkbox"/>	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.
6.	Time	5	<input type="checkbox"/>	Speech 2 until 4 minutes, no hesitation, fluent, content full of meaning.
		4	<input type="checkbox"/>	Speech 2 until 4 minutes, no hesitation, less fluent, content full of meaning.

		3	<input type="checkbox"/>	Speech 2 until 4 minutes, less hesitation, fluent, content full of meaning.
		2	<input type="checkbox"/>	Speech 2 until 4 minutes, no hesitation, less fluent, content less off meaning.
		1	<input type="checkbox"/>	Speech under 2 minutes, less hesitation, less fluent, content less of meaning.

Total Aspect : 6 x 5 = 30

Total Score :  $\frac{\text{total correct aspect} \times 10}{3}$

Name :

Class :

Date :

No.	Aspect	Score
1.	Pronunciation and Accent	
2.	Content	
3.	Vocabulary	
4.	Grammar	
5.	Fluency	
6.	Time	
Total Correct Aspect		
Total Score		

## INSTRUMNT VALIDATION SHEET

### SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **“The Effectiveness of Round Robin Brainstorming Method on Students’ Speaking Skill Grade 11<sup>th</sup> in Ya Bakii Senior High School Kesugihan, Cilacap Regency”** yang dibuat oleh:

Nama : Asti Hayatri

NIM : 1917404019

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan  
 Layak digunakan dengan revisi  
 Tidak layak digunakan

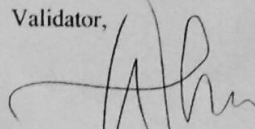
Catatan (bila perlu)

Feedback sudah di follow up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 15 November 2023

Validator,



**Windharyati Dyah Kusumawanti, M.A, M.Pd**  
NIDN. 2001049001

## SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Muflihah, S.S., M.Pd.  
Jabatan : Dosen  
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill Grade 11<sup>th</sup> in Ya Bakii Senior High School Kesugihan, Cilacap Regency"** yang dibuat oleh:

Nama : Asti Hayatri  
NIM : 1917404019  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan  
 Layak digunakan dengan revisi  
 Tidak layak digunakan

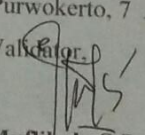
Catatan (bila perlu)

Perbaiki langsung dilihat di catatan validator  
pada lembar pre test / post test

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 7 Agustus 2023

Validator

  
Muflihah, S.S., M.Pd.  
NIP. 197209232000032001

**STUDENTS OF GRADE 11 IN YA BAKII SENIOR HIGH SCHOOL  
KESUGIHAN**

**KELAS : XI F1**

NO	NIS	NISN	NAMA SISWA
1	4756	0064200218	AISYAH NURI NAJWA
2	4732	0071067380	ANASTASIA SHAFAA N.
3	4758	0072954368	ANJAHUSYIFA RAHMATIKA
4	4763	0074709854	ATIKA NAURAH RAYYANI
5	4793	0072322148	AYU HANIFA SUCI R.
6	4794	0072381804	AYUNIA KHARISMA WIJAYA
7	4765	0065952148	DEA INTAN NUR AENI
8	4736	0077259491	FAIZAH SETIANTI
9	4833	0071881272	FEBIANA ALFI MU'MINAH
10	4767	0075398328	FITROTUL AZYAN ZERA A.
11	4769	0074005068	GINANITA SYIFA M.
12	4837	0076713251	INNAROTUN NI'MAH
13	4743	0078952869	IZYAN NASUHA
14	4838	0077285804	KHANIFAH HIMMATUL ULYA
15	4940	0069190268	LYNA SALSABILA
16	4771	0078284896	MASNA NUR ANIS R.
17	4745	0078252444	MIRNAWATI
18	4773	0071058140	NA'IFAH RAHMAWATI
19	4809	0073177325	NUR ALFI FADILAH
20	4747	0079603582	PRIMA AMARETA
21	4812	0074874739	RESTIANA MARRTEN PERTIWI
22	4815	0078618624	SHAFINA PUTRI AZZAHROH
23	4817	0071191177	SITI MAYSAROH
24	4748	0079820151	SITI NUR CHANIFAH
25	4847	0087577757	SRI LESTARI BUNGA FIRDAUS
26	4849	0060134824	U'THIYA AKHLAQL KAROMAH
27	4850	0075191123	UYUNUN NADZROH
28	4787	0078881035	VIANISA LATIEF AULIA
29	4752	0064319245	VITRI NURJANAH
30	4755	0073870690	ZUHRIYATUL HAFIZA

**KELAS : XI F2**

NO	NIS	NISN	NAMA SISWA
1	4730	0063674122	ALLAILA ALIFFIA GUSTI K.
2	4790	0078243912	AMEL NINING ELIYANSYAH
3	4733	0072055085	ASTUTI RISMA HANI
4	4792	0069157364	AYLA NUR KHOLIS SAPUTRI
5	4734	007227395	CAHYANING TYAS
6	4941	0073774032	DEWI KURNIA NUR ANDINI
7	4766	0065803158	DEWI LESTARI
8	4795	0078839355	DITA ARDIYANTI
9	4832	0076862297	ERSA NURUL HASANA
10	4796	0073735155	FEBBY MONTH VALLENA
11	4834	0077634281	FIRNA AGUSTIN DAMAYANTI
12	4768	0068939264	FLOUDYA NAVIZA QUDZ
13	4739	0071682871	HANIN EVANIA AZZAHRA
14	4800	0074372069	IZZATUL MILLAH
15	4839	0061971375	LAELA HUSNA
16	4801	0071124147	LIANA FATIMATUZ ZAHRA
17	4803	0079548323	MAHFUDHOTUL HUSNA
18	4744	0077539359	MAKHYA ANJANA
19	4840	0076269216	MUNIFATUN DZAKIROH
20	4805	0072214555	MUSBIHATURROHMAH
21	4789	0068715735	NADIA AZKA MUSTAFIDA
22	4810	0063693203	NURI NUR AMANAH
23	4777	0078809494	NURUL HUWAIDA
24	4844	0078631156	PUTRI SYIFA NIA TRIHAPSARI
25	4750	0071404626	THIBI MUTAWAKKILAH
26	4820	0079210404	ULFIATUNNISA
27	4753	0071422170	WINARTI
28	4821	0073638465	YETI AFIFATUL MA'RUF AH

**KELAS : XI F3**

NO	NIS	NISN	NAMA SISWA
1	4823	0079530739	AFDILA WAHYU NIHAYAH
2	4824	0078365311	ALEYDA NUR HIMMAYA
3	4761	0076282496	ASNI ZUHRUFA MAULIDI
4	4764	0071964359	AULIA NURHAYATI
5	4825	0073966279	AULIA SEPTI RAMADHANI
6	4826	0072965917	AYU SEPTIA NINGSIH
7	4827	0071901070	AZKIA ROHMATUL HIDAYAH
8	4829	0072528256	DEWI AWALURAHMAH
9	4836	0057791000	INDI LESTARI
10	4799	0076727363	INTAN DIAH UMAMI
11	4770	0078181636	KHUSNUL ALFIATUL FITRIYAH
12	4802	0072993228	LINA NUR HAYATI
13	4804	0075216428	MAZAYA FAJRIATUS ZAHWA
14	4841	0075766108	NADILA SAFIRA SEPTIANTI
15	4746	0077525062	NADYA DWI KURNASIH
16	4842	0071611502	NAILA SOVIANA FADILAH
17	4807	0075234947	NAYSILLA PUTRI ZHAFIRA
18	4775	0071520176	NUR ALVIYAH
19	4776	3084717995	NUR FADILAH
20	4843	0062012628	NURHALIZA
21	4845	3071056835	RISKA APRILLIA PUTRI
22	4846	0082747651	RIZKA DEVANTI EKA APRILIA
23	4813	0079602635	ROBINGAH ADAEWIAH
24	5166	0075942710	SALSABILA JANNATUL MA'WA
25	4814	0061161708	SALWA ATIKA RAHMADHANI
26	5165	0078291765	SYIFA LUTFIATUN NAJWA
27	5138	0072478481	TRI HANDAYANI
28	4853	0084737306	YUNI NOVITA
29	4854	0075545622	ZAHRA AMALIA RAMADANI
30	4855	0063141079	ZAHRO NUR AULIA
31	4856	0074000052	ZAHROTUL KHUSNIYAH
32	4822	0078135049	ZALFA FAERUS ZAIN

**KELAS : XI F4**

NO	NIS	NISN	NAMA SISWA
1	4731	0061638153	AMIROTUL KHODIJAH
2			ANIQ RIFDAH SAPUTRI
3	4760	0072380524	ARINA SIFAUH UMMAH
4	4791	0063766931	AULIA WIRDIYATUL ULUM
5	4828	0072967065	CLARA ARTIKA PUTRI
6	4737	0073350520	FINA WISTAQUL KHUSNA
7	4835	0071597231	FITRI NUR AZIZAH
8	4738	0066765136	FITRIANA AZZAHRA
9	4740	0065244639	INDAH NURSIFA
10	4741	0071847868	ISNA RAHMA FADHILA
11	4806	0075596789	NABILA QURROTA NURUL NGAINI
12	4772	0062604350	NAFIS FADHLIA NUR RAMADHANI
13	4774	0069762013	NAJWA AULIA FITRIA
14	4808	0078729869	NGAZIZATUL MUKARROMAH
15	4778	0074429297	RIZKI NUR AZIZAH
16	4779	0075856591	ROSSYA ADILLA ZAHWA
17	4780	0075984235	SABRINA BINTAN TSABITA
18	4781	0077382381	SAHILA HIDAYAH
19	4816	0074198977	SHOFFI MUFTIATUL HUSNA
20	4782	3073694462	SUCI AMALIA RAHMAH
21	4749	0079466431	SUFI MUFIDA
22	4818	3075558443	SUSI SUKMAWATI
23	4783	0075027681	SYAFA AZAHRA FADILLAH
24	4819	0075969298	SYAZANI NURUL NABILAH
25	4784	0073987855	SYIFA NAILALMUNA INDRIYANI
26	4785	0079179722	UPI DWI MASRUROH
27	4786	3076658475	USWATUN KHASANAH
28	4751	0073736306	VIRGYNIAR TARAH ABADI
29	4852	0071129270	WINTANG ANGGRAENI KUSUMA
30	4788	0079648775	ZALFA ZAHIIYAH
31	4754	0079414037	ZAVIRAH NUR AZIZAH



**KELAS : XI F5**

NO	NIS	NISN	NAMA SISWA
1	4875	0066968576	ADIB WILDAN CHUMAIDY
2	4944	0065645077	ABDA PUTRA ERLANGGA
3	4911	0075056272	AHMAD ATAMUNAFI
4	4879	0065702031	AHMAD AZIZ AL HAKIM
5	4913	3066215402	AHMAD HOERURIZAL
6	4861		AHMAD MUNAJI
7	4884	0064136815	DANAR EMILLUL FATTA
8	4887	0071889888	EDY MUKHLISIN
9	4868	0063038299	FADIL MAUSUL RAMDANI
10	4918	0061038663	FAJRI FATKHUL MUBAROK
11	4857	0067265370	FATHUL MANAN AZIZ
12	4864	0076118894	FEBRIAN NUGROHO
13	4943	3062041569	FIRMANSYAH
14	4920	0075478937	GAYUH TRIWIBOWO
15	4921	0071541006	GILAR DIAN DANU
16	4865	0062966947	HANAFI ABAZ DZULFIKAR
17	4863	0075219336	HILMAN MUSTOFA
18	4923	0056504688	MUHAMMAD HANAN MASRUR
19	4924	0072892886	MUHAMMAD ALIF NAJIB HIDAYATULLOH
20	4877	0065832193	M.IQBAL BAIHAQI
21	4859	0077215028	MIFTAHUL HUDA
22	4942	0069050090	MUHAMAD ROUF HAKIM
23	4876	0075283080	MUHAMMAD AMRU ZAKY
24	5156	0073891136	MUHAMMAD HILMY ZAIN ROUF
25	4858	0073311553	MUHAMMAD IBRAHIM
26	4927	0079623479	MUHAMMAD IDRUS MAWLA
27	5155	0069349873	MUHAMMAD WILDAN AL FAJRI
28	4900	0061357783	MUKHAMAD FATIH KHAIRUL ANWAR
29	4931	0071611502	MULKI ZAHARA
30	4901	0073842053	RAYHAN JATMIKO
31	4873	0069206439	RAZY SUTA SAMBAYU
32	4903	0071144987	RIFA MUFADHAL ULINUHA
33	4904	0078045146	RIJAL AUSAT MIFTAHUL AMNU

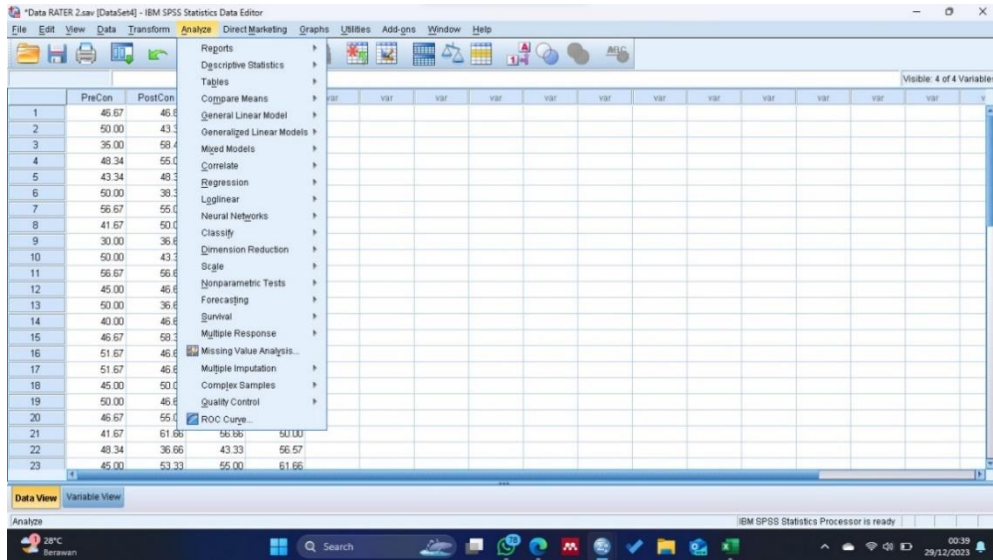
34	4862	0077081870	ROHMATULLOH KAMALUDIN AL AMIN
35	5167	0064984109	SEPTIAN NUR HIDAYAT
36	5161	0061017279	SYAM MAULANA
37	4906	0069584150	WIRA KUSUMA MANGGALA
38	5164	0078478623	YUSUF MIFTAHUR ROHMAN
39	4860	0066520093	ZAENAL MUTAQQIN
40	5172	0079260531	ZIDAN SUKMAZIAN SAPUTRA

**KELAS : XI F6**

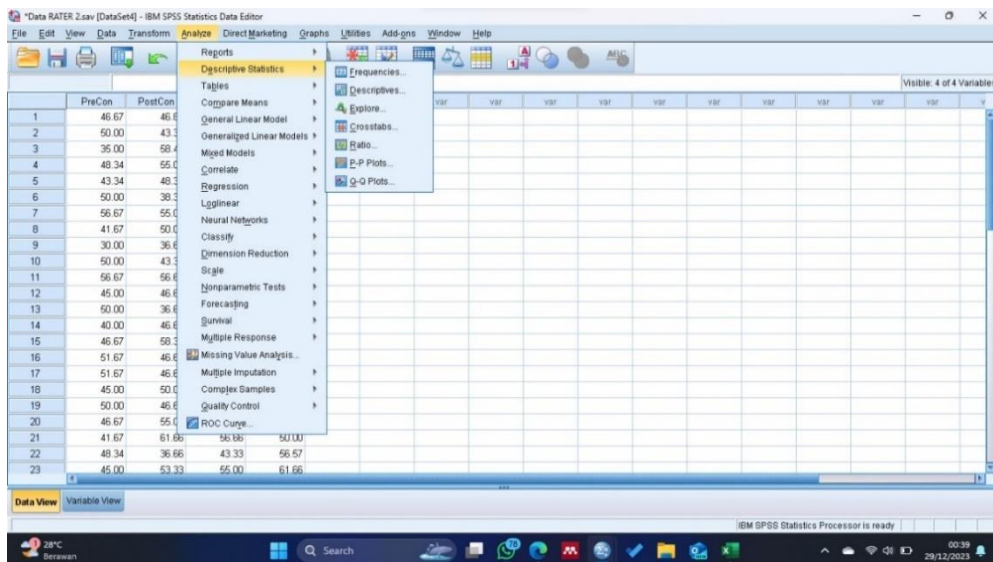
NO	NIS	NISN	NAMA SISWA
1	4909	0069091588	ABDUR ROZAQ AL GHOZALI
2	4910	0078289662	AHIB GESANG PINUJI
3	4912	0062221754	AHMAD AZHAR ASSYAUQI FATHURROZAQ
4	4914	0071164908	AHMAD MASYHUDI
5	4880	3069224706	AHMAD RIQQIY BI Wafa
6	5141	0062640858	AHMAD TANJIZUR ROFI' ATHOILAH
7	4916	0075525695	ANDANI PAMUNGKAS
8	5139	0063268325	ARUL SAPUTRA
9	4882	0079528850	BAHRUL ULUM ABDURROHMAN
10	4883	0077273929	DANI ALFIANSYAH
11	4885	0061095729	FADHLURROHMAN
12	5162	0076344865	FATKHAN MUZAMIL
13	4889	0067620971	FIKTOR DIMAS NUGROHO
14	4890	0077832983	FIRDZAN MAULANA AL FARUQ
15	4919	3089804197	FUAD SAMSUL HIDAYAT
16	5140	0058764064	IKHWAN NUR HUDA
17	4892	0079108217	M RAFI MUTOHAR
18	4878	0052640256	M TAUFIQ NUR HIDAYAT
19	5163	0058928854	M. DIAZ ABDUL HAMID
20	4893	0073583973	M. MUTTAQI ILHAM
21	4896	0076538571	M. NAUFAL FAWAZ
22	5173		MIFTAHUL ULUM
23	4870	3080593557	MOHAMAD HASBULLOH

24	4872	3061493091	MOHAMAD KHUWAILI AYIB
25	4894	0079753602	MUFTI HAKIM HIDAYAT
26	4925	0075590117	MUHAMMAD EKI MUWAFFA
27	4874	0073493610	MUHAMMAD FAKHRI ABBAS AZZUHDI
28	4897	0072385197	MUHAMMAD SYIFAUR ROHMAN
29	4926	0074287433	MUHAMMAD WAHYU IHSANUDIN
30	4928	0068859156	NADHIF AHMAD AS SHIDIQ
31	4898	0071459115	PANDJIMAS MUHAMMAD ABIMANYU
32	4899	0071424913	RAFI RIFQI AL-HAKAM
33	4929	0064069463	REFLI ANDRIAN ARDIANSYAH
34	4930	0052497272	RIDO KHARISMAN
35	4933	0074315378	ULUL ALBAB
36	5174	0077612766	YANUAR PUTRA WIBAWA
37	5175	0071848432	YUDI BAYU ARTA

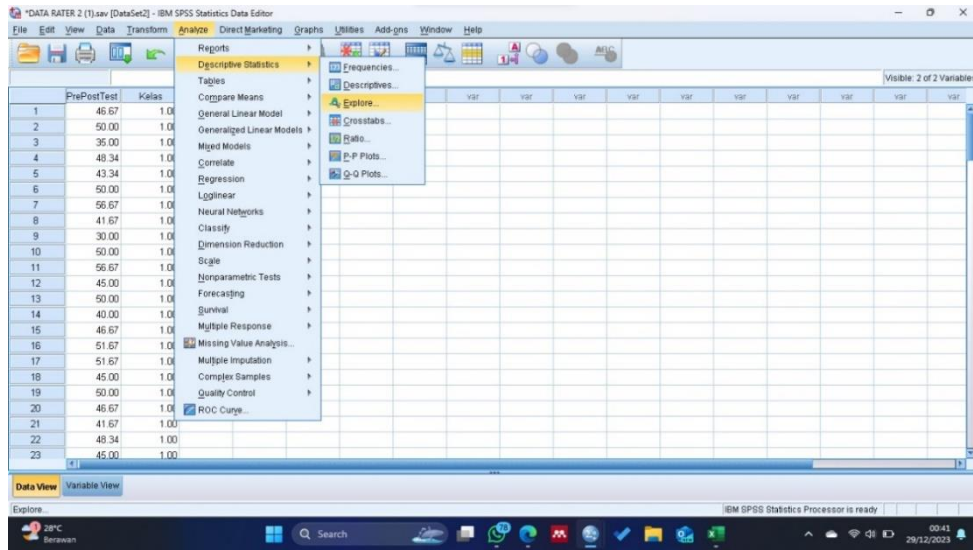
## STATISTICAL PROCEDURE OF PAIRED SAMPLE TEST



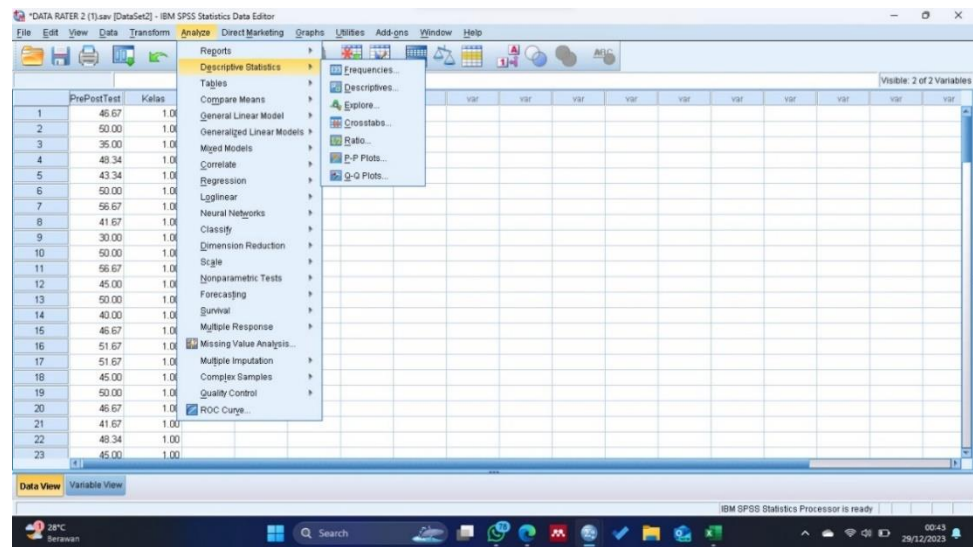
(1)



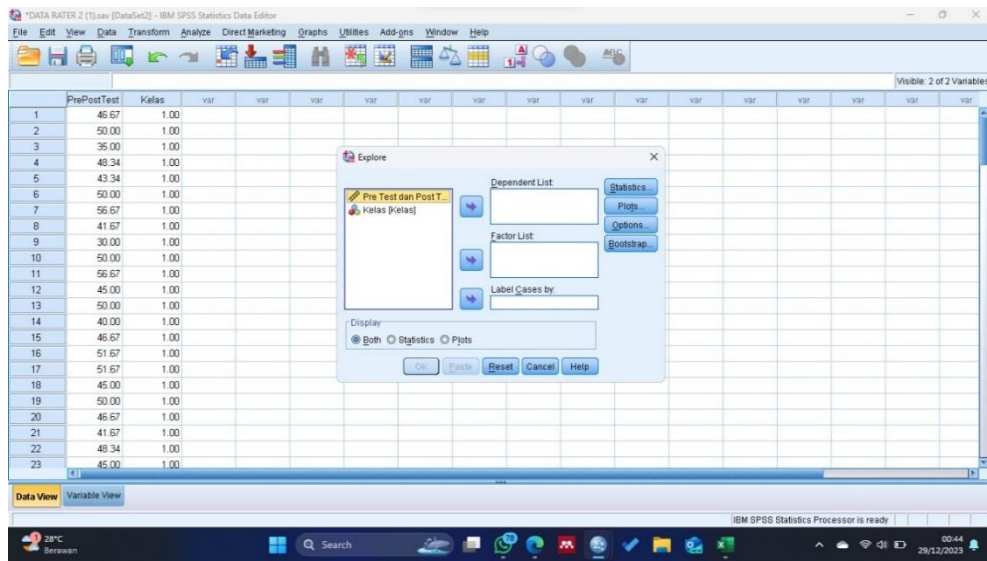
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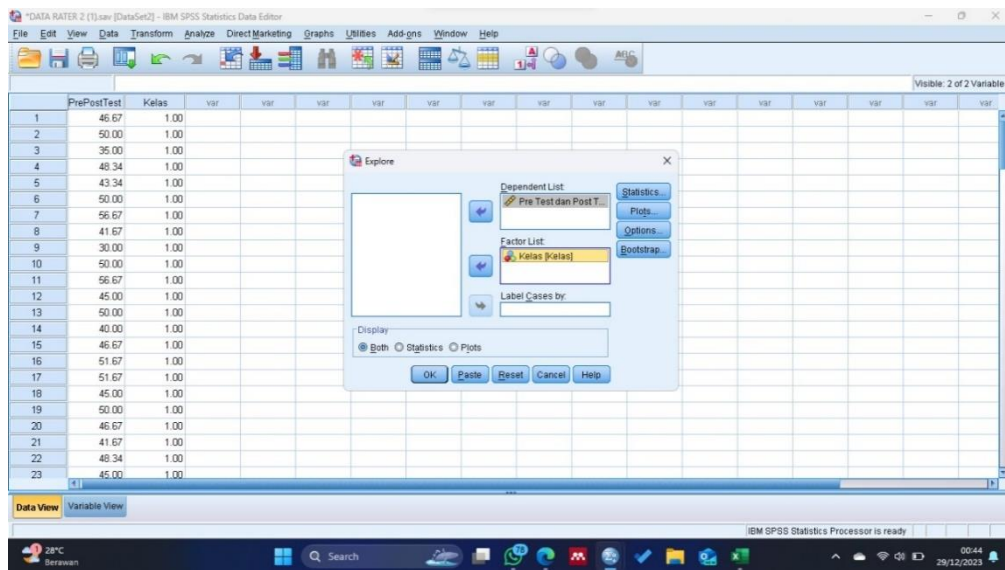
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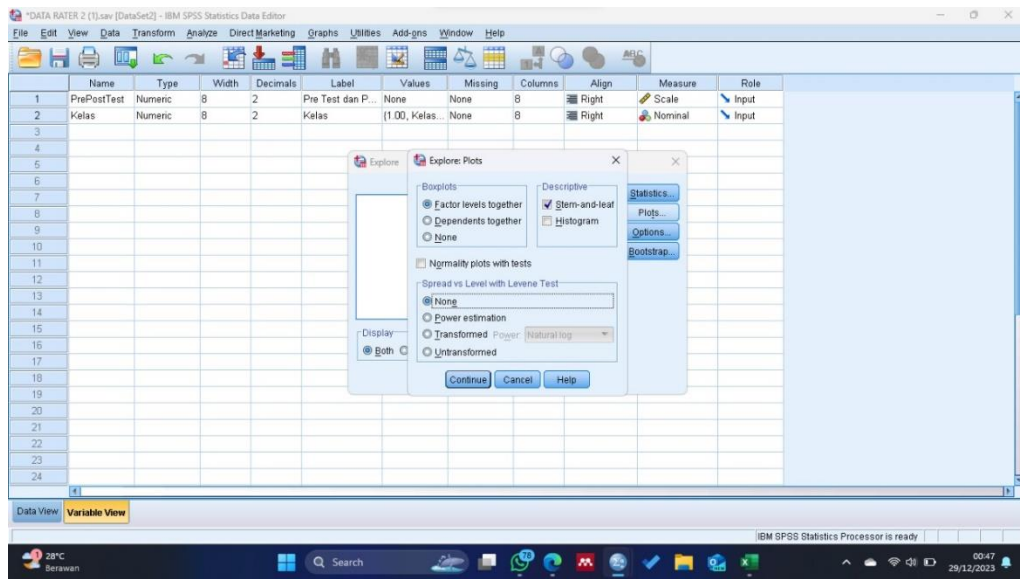
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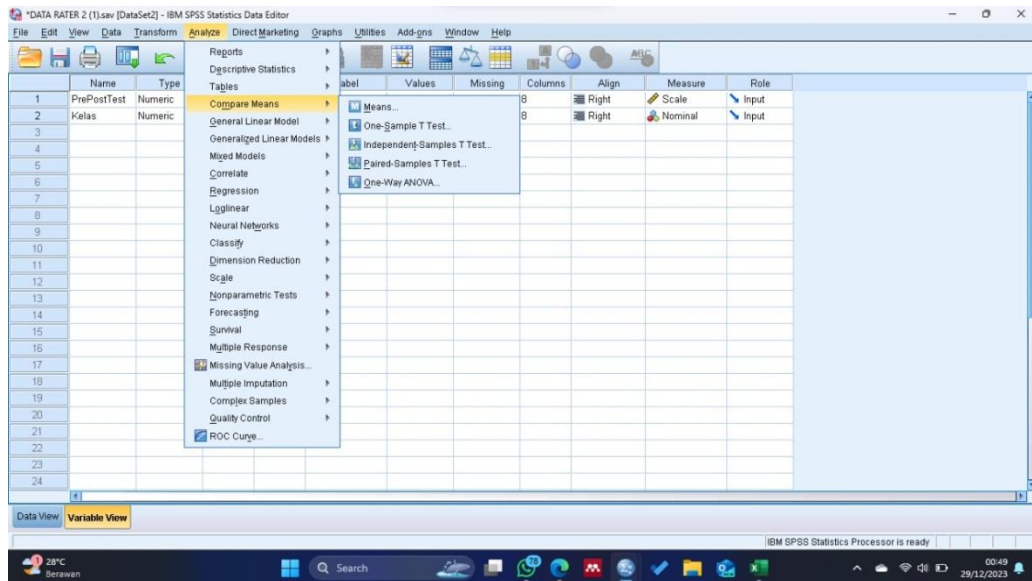
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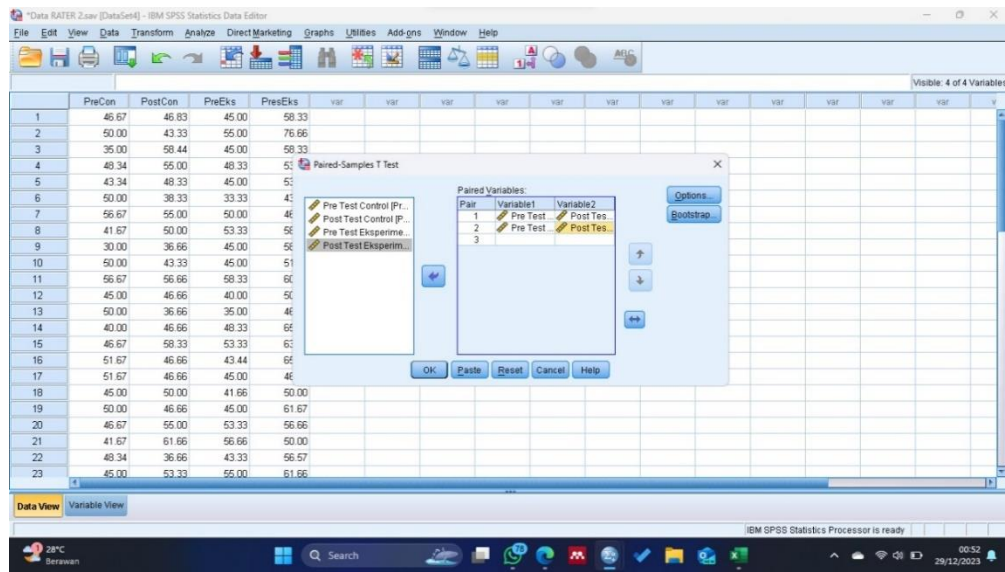
(6)



(7)



(8)



(9)

**Paired Samples 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 Control - Post Test Control	-3.07875	8.47608	1.49837	-6.13470	-.02280	-2.055	31	.048
Pair 2	Pre Test Eksperimental - Post Test Eksperimental	-10.25129	7.47160	1.34194	-12.99189	-7.51069	-7.639	30	.000

(10)



## PLERIMINARY RESEARCH PERMISSION SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsezu.ac.id

Nomor : B.m.367/Un.19/D.FTIK/PP.05.3/02/2023  
Lamp. : -  
Hal : Permohonan Ijin Observasi Pendahuluan

06 Februari 2023

Kepada  
Yth. Kepala SMA Ya Bakii Kesugihan  
di Tempat

**Assalamu'alaikum Wr. Wb.**

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Asti Hayatri
2. NIM : 1917404019
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : The Effectiveness of Round Robin Brainstorming Method in Teaching Speaking Grade 12th in Ya Bakii Senior High School of Kesugihan Cilacap Regency
2. Tempat / Lokasi : Kesugihan, Cilacap
3. Tanggal Observasi : 07-02-2023 s.d 21-02-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

## INDIVIDUAL RESEARCH PERMISSION SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.3880/Un.19/D.FTIK/PP.05.3/08/2023  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

02 Agustus 2023

Kepada  
Yth. Kepala SMA Ya Bakii Kesugihan Cilacap  
Kec. Kesugihan  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Asti Hayatri
2. NIM : 1917404019
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Semedo, rt 01/04, Kec. Pekuncen, Kab. Banyumas
6. Judul : The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill Grade 11th at Ya Bakii Senior High School KESUGIHAN Cilacap Regency

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill Grade 11th In Ya Bakii Senior High School of Kesugihan Cilacap Regency
2. Tempat / Lokasi : Kesugihan, Cilacap
3. Tanggal Riset : 03-08-2023 s/d 03-10-2023
4. Metode Penelitian : Kuantitatif Eksperimental

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

## AGREEMENT OF INDIVIDUAL RESEARCH SHEET



YAYASAN BADAN AMAL KESEJAHTERAAN ITTIHADUL ISLAMIYAH KESUGIHAN  
( Ya BAKII )

**SMA Ya BAKII KESUGIHAN KABUPATEN CILACAP**  
**STATUS : TERAKREDITASI A**

Alamat : Jl. Kebon Salak Kesugihan Induk, Telp. (0282) 6181113 Cilacap Kode Pos 53274  
Email : smayabakiiKesugihan@gmail.com

### SURAT KETERANGAN

Nomor : Ybk.1271/09.330 /SMA YBK/II/2023

Menanggapi surat edaran dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto. Hal permohonan ijin Observasi Pendahuluan tertanggal 7 Februari 2023, maka selaku Kepala Sekolah SMA Ya BAKII Kesugihan dengan ini merangkan bahwa :

Nama : Asti Hayatri  
NIM : 1917404019  
Semester : 8 (Delapan)  
Jurusan/Prodi : Tadris Bahasa Inggris

Mahasiswa di atas telah kami setuju untuk melakukan penelitian di SMA Ya BAKII Kesugihan dengan judul "The Effectiveness of Round Robin Brainstorming Method in Teaching Speaking Grade 12<sup>th</sup> in Ya Bakii Senior High School of Kesugihan Cilacap Regency"

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat digunakan sebagai mana mestinya.

Kesugihan, 10 Februari 2023  
Kepala Sekolah



Moh. Hasbulloh Maulana, S.Pd.I  
NIK : 071005720

## EVIDENCE OF INDIVIDUAL RESEARCH SHEET



YAYASAN BADAN AMAL KESEJAHTERAAN ITTIHADUL ISLAMIYAH  
(Ya BAKII)  
**SMA Ya BAKII KESUGIHAN KABUPATEN CILACAP**  
STATUS : TERAKREDITASI B  
Alamat : Jl. Kebon Salak Kesugihan Induk Telp. (0282) 6181113 Cilacap Kode Pos 53274  
Email : smayobakii@qmail.com

### SURAT KETERANGAN

Nomor : Ybk.1271/09.227/SMA YBK/XII/2023

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Ya BAKII Kesugihan dengan ini menerangkan bahwa mahasiswa Universitas Islam Negri Prof. K.H Saifuddin Zuhri Purwokerto:

Nama : Asti Hayatri  
NIM : 1917404019  
Jurusan/Prodi : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Mahasiswa di atas benar-benar telah melakukan penelitian pada Bulan Agustus – November 2023 di SMA Ya BAKII Kesugihan dengan judul “**The Effectiveness of Round Brain Storming Method on Student’s Speaking Skill Grade 11 in Ya BAKII Senior High School, Kesugihan, Cilacap Regency**”

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk dapat digunakan sebagai mana mestinya.



Kesugihan, 21 Desember 2023  
Kepala Sekolah

Moh. Hasbulloh Maulana, S.Pd.I  
NIKY : 071005720

## THESIS PROPOSAL GUIDANCE FORM



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI**  
**SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
 Telepon (0281) 635624 Faksimili (0281) 636553  
 www.uinsaizu.ac.id

### BLANGKO BIMBINGAN PROPOSAL

Nama : Asti Hayati  
 No. Induk : 1917404019  
 Fakultas/Jurusan : FTIK / TBI  
 Pembimbing : Mrs. Lili, Mulyah, M.Pd  
 Nama Judul : The Implementation of Group Investigation method in Teaching Speaking at Grade 7<sup>th</sup> in Muhammadiyah Junior High School

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Selasa 6/12/22	Proposal Skripsi		
2.	Jumat 9/12/22	The Implementation of Group Investigation Method in Teaching Speaking		
3.	Jumat 7/3/2023	Bimbingan judul The Effectiveness of Round Robin Brainstorming on Students' speaking skill at Grade 11 <sup>th</sup> in Ya Baki Langgitan Senior High School		
4.	31/3/2023	Rec proposal		

Dibuat di : Purwokerto  
 Pada Tanggal :  
 Dosen Pembimbing

Mulyah, S.S., M.Pd

# THESIS PROPOSAL EVIDENCE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsu.ac.id

## SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI No. No. B.740.Un.17/FTIK.JTBI/PP.00.9/04/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

**"The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill at Grade 11th in Ya Bakii Senior High School Kesugihan Cilacap Regency"**

Sebagaimana disusun oleh :

Nama : Asti Hayatri  
NIM : 1917404019  
Semester : 8  
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 10 April 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 13 April 2023

Mengetahui,  
Kordinator Prodi Tadris Bahasa Inggris  
NIP. 195942152018012003



Mujliha, S.S., M.Pd.

## THESIS GUIDANCE FORM

Lampiran 3 : Blangko Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
 Telepon (0281) 635624 Faksimili (0281) 636553  
 www.uinsaizu.ac.id

### BLANGKO BIMBINGAN SKRIPSI

Nama : Asti Hayatri  
 NIM : 1917404019  
 Jurusan/Prodi : TGI  
 Pembimbing : Muflihah, M.Pd  
 Judul : The Effectiveness of Round Robin Brainstorming

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	Jumat / 23 Juni 2023	BAB I		
2	Rabu / 2 Agustus 2023	BAB II		
3	Senin / 7 Agustus 2023	Instrumen		
4	23 November 2023	BAB 1 - 3		
5	27 Desember 2023	BAB 1 sd Bab 5		
6	29 Desember 2023	Bab 4 sd 5,		
7	2 Januari	Bab 5, Revisi		
8	3 Januari 2024	Bab 5		
dst.				

Dibuat di : Purwokerto  
 Pada tanggal .....

Dosen Pembimbing

Muflihah, S.S., M.Pd.  
 NIP. ....

## COMPREHENSIVE EVIDENCE SHEET



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

### SURAT KETERANGAN

**No. B-3102.Un.19/WD1.FTIK/PP.05.3/10/2023**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : ASTI HAYATRI  
NIM : 1917404019  
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : 12 Oktober 2023  
Nilai : A

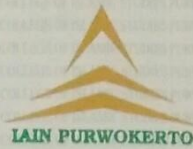
Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 16 Oktober 2023  
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.  
NIP. 19730717 199903 1 001





**MINISTRY OF RELIGIOUS AFFAIRS  
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO  
LANGUAGE DEVELOPMENT UNIT**

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, [www.iainpurwokerto.ac.id](http://www.iainpurwokerto.ac.id)

## EPTIP CERTIFICATE

*(English Proficiency Test of IAIN Purwokerto)*

Number: In.17/UPT.Bhs/PP.009/14523/2019

This is to certify that

Name : ASTI HAYATRI  
Date of Birth : BANYUMAS, September 22nd, 2001

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on May 13th, 2019, with obtained result as follows:

1. Listening Comprehension : 54  
2. Structure and Written Expression : 44  
3. Reading Comprehension : 52

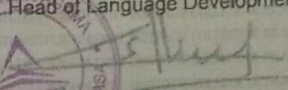
Obtained Score : 500



The English Proficiency Test was held in IAIN Purwokerto.



ValidationCode

Purwokerto, May 21st, 2019  
Head of Language Development Unit,  
  
H. A. Sangid, B.Ed., M.A.  
NIP: 19700617 200112 1 001



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA  
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
LANGUAGE DEVELOPMENT UNIT

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية جمهورية اندونيسيا  
جامعة الاستاذ كياي الحاج سيف الدين زهري الاسلاميه الحكوميه بوروبورتو  
الوحده لتنمية اللغة

## CERTIFICATE



No.B-5531/Un.19/K.Bhs/PP.00910/2023

This is to certify that

Name :

Place and Date of Birth

Has taken

with Computer Based Test,

organized by Language Development Unit on :

with obtained result as follows :

Listening Comprehension: 47

فهم المسوع

Obtained Score :

The test was held in UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto.



Purwokerto, 05 Oktober 2023  
The Head of Language Development Unit,  
رئيسة الوحدة لتنمية اللغة

EPTUS  
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

ICLA  
Institusi al-Qur'an wal al-Lughah al-Arabiyah

Dr. Ade Ruswatie, M. Pd.  
NIP. 19860704 201503 2 004

منحت إلى

الاسم

محل وتاريخ الميلاد

وقد شارك/ت الاختبار

على أساس الكمبيوتر

التي قامت بها الوحدة لتنمية اللغة في التاريخ

مع النتيجة التي تم الحصول عليها على النحو التالي:

Reading Comprehension: 43

فهم المقروء

المجموع الكلي:

تم إجراء الاختبار بجامعة الاستاذ كياي الحاج سيف الدين زهري الاسلاميه الحكوميه بوروبورتو.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**UPT MA'HAD AL-JAMI'AH**

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | [www.iainpurwokerto.ac.id](http://www.iainpurwokerto.ac.id)

## SERTIFIKAT

Nomor: In.17/UPT.MAJ/14221/13/2020

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

**NAMA** : ASTI HAYATRI  
**NIM** : 1917404019

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	75
# Tartil	:	70
# Imla`	:	70
# Praktek	:	70
# Nilai Tahfidz	:	70



Purwokerto 13 Ant 2020



ValidationCode



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO FAKULTAS  
TARBIYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)  
635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

**SURAT PERNYATAAN  
LULUS SEMUA MATAKULIAH  
PRASYARAT MENDAFTAR UJIAN MUNAQASYAH**

Yang bertandatangan di bawah ini,

Nama : Asti Hayatri  
NIM : 1917404019  
Jurusan / Prodi : Tadris Bahasa Inggris /TBI

Dengan ini menyatakan dengan sebenar-benarnya bahwa saya

1. Telah lulus semua mata kuliah yang dipersyaratkan untuk mendaftar Ujian Munaqasyah.
2. Telah mendapatkan minimal nilai C untuk semua mata kuliah yang berbobot sks dan dinyatakan lulus untuk mata kuliah yang tidak berbobot sks (0 sks).
3. Telah mendapatkan sertifikat lulus ujian komprehensif.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi berupa:

1. Dibatalkan hasil kelulusan ujian munaqasyah;
2. Mengulang mata kuliah yang belum lulus secara reguler;
3. Memenuhi semua kewajiban administratif sebagai mahasiswa aktif; dan
4. Mengikuti ujian munaqasyah ulang setelah semua nilai mata kuliah dinyatakan lulus sebagaimana dibuktikan dalam transkrip nilai.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 29 Desember 2023

Yang Menyatakan



Asti Hayatri

1917404019



KEMENTERIAN AGAMA  
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO  
LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

# Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023

Diberikan Kepada :

**ASTI HAYATRI**  
**1917404019**

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

**A**

Mengetahui,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan



*[Signature]*

Prof. Dr. H. Suwito, M.Ag.  
NIP. 19710424 199903 1 002

Purwokerto, 28 Maret 2023  
Laboratorium FTIK  
Kepala,

*[Signature]*

D. Nurfuadi, M.Pd.I.  
NIP. 19711021200604 1 002



# Sertifikat

Nomor Sertifikat : 1628/K.LPPM/KN.50/09/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)  
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa : **ASTI HAYATRI**  
NIM : **1917404019**  
Fakultas : **Tarbiyah & Ilmu Keguruan**  
Program Studi : **Tadris Bahasa Inggris (TBI)**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-50 Tahun 2022,  
dan dinyatakan **LULUS** dengan nilai **A (93)**.



Certificate Validation

# SERTIFIKAT

## APLIKASI KOMPUTER

KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO  
**UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA**  
Alamat: Jl. Jend. Ahmad Yani No. 40A, Telp. 0281-635624 Website: [www.iainpurwokerto.ac.id](http://www.iainpurwokerto.ac.id) Purwokerto 53126



**IAIN PURWOKERTO**

No. IN.17/UPT-TIPD/10066/VI/2022

### SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:

**ASTI HAYATRI**  
NIM: 1917404019

Tempat / Tgl. Lahir: Banyumas, 22 September 2001

Sebagai lnda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program **Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.

### MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	85 / A-
Microsoft Excel	77 / B+
Microsoft Power Point	75 / B

Purwokerto, 28 Juni 2022  
Kepala UPT TIPD

**Dr. H. Fajar Hardoyono, S.Si, M.Sc**  
NIP. 19801215 200501 1 003



## OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Departement  
Faculty of Tarbiya and Teacher Training,  
State Islamic University  
Prof. K.H. Saifuddin Zuhri Purwokerto  
in  
Purwokerto

*Assalamu'alaikum Wr.Wb.*

After conducting guidance, review, direction, and correction, then through this letter I convey that:

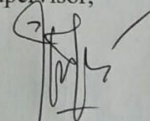
Name : Asti Hayatri  
Student Number : 1917404019  
Department : Education  
Study Program : English Education  
Faculty : Tarbiya and Teacher Training  
Title : The Effectiveness of Round Robin Brainstorming Method on Students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan Cilacap Regency.

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prov. K. H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, 3 January 2024

Supervisor,



**Muflihah, S.S., M.Pd.**  
NIP. 197209232000032001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No.40A Purwokerto 53126  
Telepon (0281) 635624 Faksimil (0281) 636553  
www.uinsaizu.ac.id

### REKOMENDASI MUNAQOSYAH

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Asti Hayatri  
NIM : 1917404019  
Semester : 9 (Sembilan)  
Jurusan/Prodi : FTIK/TBI  
Angkatan Tahun: 2019

Judul Skripsi : The Effectiveness of Roud Robin Brainstorming Method on Students' Speaking Skill of Grade 11 in Ya Bakii Senior High School Kesugihan Cilacap Regency

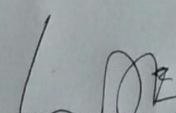
Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.

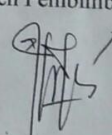
*Wassalamu'alaikum Wr. Wb.*

Dibuat di: Purwokerto  
Tanggal : 3 Januari 2024

Mengetahui,  
Koordinator Prodi TBI

  
Desi Wijayanti Ma'rufah, M.Pd  
NIP. 199212152018012003

Dosen Pembimbing

  
Muflifah, S.S., M.Pd.  
NIP. 197209232000032001

## **BIOGRAPHY**

### **A. Identity**

Name : Asti Hayatri  
Student Number : 1917404019  
Date of Birth : Banyuas, 22 September 2001  
Address : Semedo RT 01/ 04, Kec. Pekuncen, Kab.  
Banyumas, JawaTengah  
Name of Father : Sunarto  
Name of Mother : Siti Asiyah

### **B. Educational Background**

1. TK PERTIWI SEMEDO
2. SDN 3 SEMEDO
3. SMPN 2 PEKUNCEN
4. SMAN 1 AJIBARANG

### **C. Achievement**

- Second Winner of Lomba Karya Tulis Ilmiah Nasional (LKTIN) Garuda Nusa Foundation, Mandalika, Lombok, 2021

### **D. Scientific Paper**

- Beras Analog Mocaf : Pemberdayaan Petani Singkong Berbasis Sociopreneur Melalui Skema SDG's 2030 di Desa Pesangkalan Kecamatan Pagedongan Kabupaten Banjarnegara Provinsi Jawa Tengah

### **E. Organizations**

1. English Arabic Student Association (EASA) UIN PROF. K.H. Saifuddin Zuhri Purwokerto (2019-2022)
2. Lembaga Pers Mahasiswa (LPM) OBSESI UIN PROF. K.H. Saifuddin Zuhri Purwokerto (2021-2022)