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Applying Round-Robin Brainstorming on Introduction to Linguistics class

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ABSTRACT

After knowing the problem faced by the students that they are not familiar with linguistic course whereas it is one of the materials that students must take on college. The purpose of this study to give students solution to learning linguistics. The study concerns with the Introduction to Linguistic course by applying Round-Robin brainstorming technique in class. For this study was conducted Classroom Action Research class as research methodology which was carried out in two cycles in four meetings. Here students on D3 English Program in 4th semester Universitas Merdeka Malang in which consisted of 26 students as a subject. The data quantitative was collected by giving essay test. By using Round-Robin Brainstorming technique students' scores kept improved in every test. The finding is the mean of the Round-Robin Brainstorming technique on second cycle (80.55) Was higher than the first cycle (74.95) and orientation test (69.65). This research proved that applying the Round-Robin Brainstorming technique was significantly enhanced on students' comprehension in Linguistic course.

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1. Introduction

An introduction to Linguistics is one of material that teach in student's class especially in English as a Foreign Language. Linguistics have a scientific theory. Linguistics its self-learning human language in society of traditional topics of structural linguistics such as (theories of sound, form, meaning, and language change), and then for addition provides full coverage of contextual linguistics, that are including discourse, dialect variation, language and culture, and the politics of language (Davies, 2007). This course is one of Second Language (SL) teaching for students. However, in good effective of teaching, presenting a technique of teaching Intro to Linguistics course that relevant to students comprehension in necessary (Correa, 2014).

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For this situation, learning Linguistics is a piece of different information to students, because linguistic have new material for learning and have new terminology such as syntax, morphology, sociolinguistics, semantic, phonology, and phonetic. Students were not familiar with linguistic material itself. While Linguistics is one of the materials that students must take on collages (Merino, 2006). Linguistic leaning is a scientific study of language that relations between language mind and society (Thamrin & Pasundan, 2019). Students need a solution to learning the linguistic to Mastering course.

Studies mentioned the positive effect of the use teaching strategies in increasing students' understanding. In teaching reading class, Silalahi (2019) proposed using jigsaw strategy, while Lailiyah, Wediyantoro, and Yustisia (2019) investigated the benefit of using pre-reading strategies. However, Parlindungan, Rifai, and Sandy (2020) explained in their study that the theory of reading has to be capable to be changed over time. Whereas, in writing class, Shaumiwaty (2020) used learning journal strategy and the result is satisfied. To add more, Musthofiyah and Isnainiyah (2020) in their study proposed that stakeholders should consider learning strategies that might boost students' enthusiasm to learn. Differently, this study applied the strategy on Introduction to Linguistics classroom.

Based on author observations in Universitas Merdeka Malang on 4th semester students, it is discovered that there are problems faced by the students in learning Introduction to Linguistics. Moreover, the learning process sometimes monotonous and students consider that Intro to Linguistics material is difficult.

The purpose of this study is to give solution in students' difficulties on process of learning material. With respond a question of this study does the Round-Robin brainstorming enhancing students comprehension. On wishing the Round-Robin brainstorming technique gives solving the student's problems in learning linguistic course, and expected to be familiar with Linguistic. It can guide students to more creatively and to associate ideas braver and easily. The technique is the systematic procedure by which a complex or scientific task is accomplished (Ritter & Mostert, 2018).

2. Method

2.1 Research Design

In this study the author used Classroom Action Research (CAR) as the research design. This study was aimed at improving the quality of English teachers' performance in instruction as well as students' ability in learning English in the classroom. Doing classroom action research, the educator can improve the learning practices to be more effective, Arikonto (201). The process learning in educator with a news chance to reflect on and assess their teaching process; explore and gives students test in material, ideas, and method; or to assess how effective the new approaches were. Action research was taken place in the teachers' classroom and involved cycles of activities centering on planning, action, observation, and reflection.

2.2 Population and Sampling

The populations of this study were students of D3 English Program University of Merdeka MALANG. For the sampling students at the 4th Semester in the Double Degree Program. There were 26 students. A researcher interested to research this school because the students' still have low ability Linguistics Course

2.3 The Instrument for Collecting Data

The data was collected by using essay test (see Appendix 1). Where the process of collect the data on students' scores in the quantitative. The students asked to write Introduction to Linguistics Course by using Round-Robin brainstorming technique and present their ideas way.

2.4 Data Analysis Procedure

The procedure of data collection of this study was conducted by administrating two cycles; where in each cycle applied four steps: 1) planning, (2) action, (3) observation, (4) reflecting. Then each cycle out in four meetings. So, there were eight meeting all together.

3 RESULTS AND DISCUSSION

3.1 Results

This study applied a quantitative research method. The quantitative data were taken from students' test scores which consisted of 26 students. Quantitative data were is from the score of writing on Introduction to Linguistics course. The scores of writing tests administered three times; test I test II and test III (see Table 1). The process teaching learning score of the students showed improvement in continuously in test and by using the Round- Robin Brainstorming technique.

Table 1. Students' Scores in Test I, and Test II using Round-Robin Brainstorming

No	Student's Initial Names	Test I Pre-Test	Test II Post-Test in Cycle I
1.	MN	50	55
2.	AM	53	58
3.	DS	55	62
4.	P	58	60
5.	IW	60	67
6.	AS	64	69
7.	HT	66	71
8.	DC	66	71
9.	NM	67	72
10.	RG	68	78
11.	DS	68	78
12.	CP	72	80
13.	HS	75	80
14.	WA	76	81

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15.	DS	79	84
16.	AJ	79	84
17.	CS	82	85
18.	MA	82	85
19.	RG	85	88
20.	JS	88	91
21.	WJ	56	67
22.	LN	62	70
23.	MN	60	72
24.	BL	55	67
25.	SS	50	70
26.	Y	50	72
Total		1729	1917

The number of component students test:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of student getting score 75

R = Number of student getting score 75

T = The total number of student taking the test

The percentage of competent students in each writing test can be seen as follows:

a. In test I (pre-test),

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{20} \times 100\%$$

$$P = 40\%$$

b. In test II (cycle I)

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{11}{20} \times 100\%$$

$$P = 55\%$$

c. In test III (cycle II)

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{20} \times 100\%$$

$$P = 80\%$$

In this thesis, data were analyzed by using a quantitative research method.

Table 2. Range of Score Improvement

No	Range of Score Improvement	Student's Initial Name	Total
1	1-5	MN, HS, JS	3
2	6-15	BL, WJ, WJ, P, IW, NM, LN, AS, HT	9
3	15-27	RG, DS, CP, HS, WA, DS, AJ, CS, MA, RG, SS, AM, WJ, AJ, WP	15
Number of students			27

Table 2 showed that between the lowest and the highest of students' test scores there was a significant improvement. Whereas, the student's comparison of scores shown on Table 3.

Table 3. The Comparison of Students' Scores

Types of Score	The test I (Pre-Test)	Test II (Post-Test I)	Test III (Post-Test II)
Lowest Score	50	57	65
Highest Score	88	93	97

From the data, the students' scores kept improving. In test I (before treatment), the lowest score is 50 and the highest score is 88. In test II (cycle I), the lowest score is 57 and the highest score is 93. In test III (cycle II), the lowest score is 65 and the highest score is 97. Those scores showed a significant improvement in students' ability Intro to Linguistics score.

The improvement of students score test score in linguistic course using Round-Robin brainstorming through this following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} : the mean of student's score

$\sum x$: total score

N : the total number of student

The mean of students' score in every writing test were:

a. In pre-test, the total score is 1393, therefore

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1393}{20}$$

$$\bar{X} = 69.65$$

- b. In post-test, the total score is 1499, therefore

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1499}{20}$$

$$\bar{X} = 69.65$$

- c. In post-test II, the total score is 1611, therefore

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1611}{20}$$

$$\bar{X} = 80.55$$

3.2 Discussion

Brainstorming is one of the best ways to begin exploring the topic. Ibrian (2011) states, the technique used to encourage students in groups or individuals to produce ideas with a list of possible solutions. Crawford, Saul, Mathew, and Makinster (2005) state that the technique brainstorming is to think about some ideas that can be done in individuals or groups. It is to think of many ideas, and to suspend judgment until students have produced different ideas, it can help the student's mind. The students who produce ideas may discover some valuable among the fewer important ones. By practiced brainstorming often may become more prolific and less rigid thinkers.

This technique is one species of brainstorming. When technique Round-Robin Brainstorming can be used in one meeting that could be organized and ensures all participants can share their idea. In a Traditional way mostly familiar in freedom participate in structured creativity in share ideas. The creative lateral ideas to surface and stimulating each other, to find out the solutions. For the result, groups or individuals have less chance in gives ideas discussion is limited time to the more dominant individuals and their ideas. To counter this, the Round-Robin technique is a variant of Brainstorming, allowed members to contribute to the discussion (Surati, 2015).

Members are involved Round-Robin that each team has the opportunity to generate the ideas, without being influenced by other people. Ideas come from groups that are used to generate more ideas, by the assertiveness or dominance of other team members in the group. This practically gives equal chance in present ideas (Hashempour et al., 2015).

The condition in doing Round- Robin Brainstorming the silence session here the point of the process. In silence session, nobody should be distracted by other people talking. They should be allowed the participants to think and focus when giving the ideas. There also has to be a clear problem to Brainstorm about in advance. To set limits on how much time group to think. Using for five-minute sessions per round for instance. That way, it is clear for everyone involved that they did gathers (Omidvari & Abedianpour, 2018).

The quantitative data were organized from the whole meetings. The first cycle was begun by giving a test (a test I) to discover the ability of students in Intro to linguistics course using the Round-Robin Brainstorming technique applied. The result of test I, it got that students' ability was still low in the linguistics course material. They were confused about developing their ideas and got some difficulties in the new vocabulary of the Linguistic course. After conducting test II in cycle I, students' scores were better than an oriental test. After that, cycle II was done, given more explanation of how mastery in Intro to Linguistics material on applying Round-Robin Brainstorming technique. The result of test III on cycle II showed that students' scores significantly improved. Most students had already ability the standard score. The data indicated that the application of Round- Robin Brainstorming was effective to enhance students' comprehension in Intro to Linguistics course.

4. CONCLUSION AND SUGGESTIONS

After analyzing the data, in this section author was found that the students' scores increased from each cycle (I and II) we can conclude that, there was an enhancement in the students' comprehension of Introduction to Linguistics course by applying the *Round-Robin brainstorming technique*. Within the score improvement of each test doing on continuously. Its potentially enhancing the student's comprehension in Intro to Linguistics Course by applying technique.

The success showed that applied *the Round- Robin Brainstorming technique* could enhance students' achievement in Linguistics Course.

Concerning the result there some intention that English Teacher/Lecturer is better to apply the *Round-Robin Brainstorming technique* in teaching students Intro Linguistics Course on college because this technique helps in monitoring the students' identification Courses specifically and extends. For future reseach, the researcher should creative to using a new comrehension on process learning problems to found method or technique to give new information to other.

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Appendix 1. The essay test

Fakultas : FISIP
Prodi : D3 Bahasa Inggris
Mata Kuliah : Introduction to Linguistics
Semester : 4 (Empat)
Dosen : Elfrida BR. Silalahi., S.Pd.,M.Pd.

Answer the question as completely and clearly as possible!

1. What is linguistics? What is language?
2. Describe the term of characteristics of Language?
3. Describe term of linguistic in Macro and Micro!
4. What is phonetics Linguistics?
5. Gives term of phonology!
6. What is differences of phonetic and Phonology?
7. Proving an illustration of hierarchy of phonology?
8. Describe term of Morphology!
9. Linguistics is all things that are related to language and language is the sounds word, or anything's that can be used to express a thinking of people or creature communication
Gives response about this statement!
10. As structure of word syntax has types, mention the types of syntax!