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| **Applying *Round- Robin Brainstorming Enhancing: Intro to Linguistic Comprehension.***1Elfrida BR, Silalahi,Fakultas Ilmu Sosial dan Politik Universitas Merdeka Malang, JL. Terusan Raya Dieng No. 62-64 Tlp.561-448 Fax. (0341) 561-448 Malang 65146 Indonesia. Corresponding author: elfrida.silalahi@unmer.ac.id  |
| ARTICLE INFO |  | ABSTRACT |
| Article history: **(by editor)**Reviewed date month yearReceived in revised from date month yearAccepted date month yearAvailable online date month year |  | **ABSTRACT****Applying *Round- Robin Brainstorming Enhancing: Intro to Linguistic Comprehension.*** Students are not familiar with linguistic material. While Linguistics is one of the materials that students must take on collages. Linguistic is a scientific study about language on the structure and developing of the particular language and the relationship to other languages, with mind, and society .Students need a solution to learning linguistic. This point of the material in learning the language. The material that this study concerns with the Intro to Linguistics course by applying Round- Robin brainstorming technique in class. This study was conducted Experiment class which was carried out in two cycles in forth meetings on the class. Here students on D3.Bahasa Inggris in Semester 4th Universitas Merdeka Malang in which consisted of 26 students as subjeck. The data quantitative was collected by giving the test in Intro to Linguistics course and calculating scores. Based on test Intro to Linguistics course by using Round- Robin Brainstorming technique students' scores kept improved in every test. Rusult 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). Success for students in the class were more active and enthusiastic during process teaching and learning in first and second cycles. This research gave proved that applying the Round –Robin Brainstorming technique was significantly enhanced on students’ Linguistics course. © 2019 EnJourMe. All rights reserved. |
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1. INTRODUCTION

 Learning Linguistics is a piece of different information to students because linguistic have new material, such as syntax, morphology, sociolinguistics, semantic, Phonology, Phonetic, etc. Students were not familiar with linguistic material its self. While Linguistics is one of the materials that students must take on collages. (Merino, 2006). Especially in Language courses. Linguistic leaning is a scientific study of language that connection between language mind and society. (Thamrin & Pasundan, 2019). Students need a solution to learning the linguistic to Mastering course. Base on author observations in Universitas Merdeka Malang on students' 4th semester it's discovered. Learning Intro to Linguistics on the problem. Moreover, the learning process sometimes monotonous and students consider that Intro to Linguistics material is difficult.

The purpose approach that can gives solution in students’ difficulties on process of learning material. The author using the Round- Robin brainstorming technique in solving the student's problems in learning linguistic, with the students are expected to be able to familiar with Linguistic material. 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).

The description above author will be conducted to prove the application of the Round-Robin brainstorming technique enhancing student's comprehension in Intro to Linguistic course. The findings of this written in the study expected to be beneficial:

1. Theory ally
2. For the English teacher/ Lecturer, it is one of the alternative techniques in enhancing the quality of teaching particularly Linguistics course so the students more existence and familiar in.
3. The author found the best technique Round- Robin Brainstorming in this writing to students’ comprehension in Intro to Linguistics course.

The fundamental concept of the study will be made clear. This is considered important to understand the ideas conveyed. The concepts which are used must be clarified to have the same perspective of implementation in the field. In order words, the following is considered important to discuss for clarifying the concept used or being discussed so that the reader will get the point.

**1.1 Technique**

The technique is a method of doing something that needs skill, Hornby (1999: 1124). To accomplish a certain aim of teaching learning EFL, teacher should mastery in technique or methods. Morris, (1976: 1321) technique is the way in which scientific rules that accomplished in fundamentals exhibited in any performance.

**1.2 Brainstorming Technique**

Brainstorming is one of the best ways to begin exploring the topic. Ibrian (2011:p.264) 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 (2005:29) state, the technique brainstorming is to think about some ideas that can be done in individuals or groups. Its to think of many ideas, and to suspend judgment until students have produced different ideas, it is 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.

**1.3 Round-Robin Brainstorming?**

This technique is one species of brainstorming. When technique Round-Robin Brainstorming (RRB) 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. To contribute to the discussion.
(Surati, 2015).

Members are involved (RBB) 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)

* 1. **Linguistics**

An introduction to Language is one of material that teach in student’s class especially in EFL College. 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)

**1.5 Teaching Intro to Linguistics**

This course is one of second language (SL) teaching for students**.** Linguistics learning is mind for study like part of a language degree to supports language learning. However, in good effective of teaching. Here to present a technique of teaching Intro to Linguistics course that material relevant to students comprehension.(Correa, 2014)

**1.6 Conceptual Framework**

This variable illustrates as below:

Brainwriting

Figuring Storming

**Round Robin Brainstorming**

**Intro to Linguistics Course**

**Round- Robin Brainstorming**

Rapid Ideation

Online Brainstorming (Brain-netting)

Starbursting

**Students Class**

Stepladder Technique

***Figure 2.1 Conceptual Framework***

From figure 2.1 above we can know there are some of the techniques, cause in Intro to Linguistics Course. This technique helps students enjoy and allows all students to express their ideas. (techniques-effective-brainstorming.

1. METHOD

**2.1 Research Design**

In this study the author used for research design is action research (CAR). 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: 102). 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.

Cycle 1 Cycle 2

OBSERVATION OBSERVATION
 ACTION ACTION

 REFLECTION REFLECTION

REVISED PLANNING

PLANNING

***Figure 3.1 Model Cycle***

***(Quoted Arikonto 102)***

* 1. **Population and Sampling**

The populations of this study were students in D3. Bahasa Inggris UNMER 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 a test. Where the process of collect the data on students' scores in the quantitative. The students asked to write Intro to Linguistics Course by using Roun-Robin brainstorming technique and present their ideas way.

* 1. RESULTS AND DISCUSSION
	2. The Data

This study applied a quantitative research method. The quantitative data were taken from students' test scores which consisted of 26 students.

**3.1.1 The Quantitative Data**

Quantitative data were is from the score of writing on Intro to Linguistics course. The scores of writing tests administered three times; test I test II and test III.

The process teaching learning score of the students showed improvement in continuously in test and by using the Round- Robin Brainstorming technique.

**Table 3.1**

**Students’ Scores in Test I, Test II, and Test III**

**By using Round-Robin Brainstorming**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Student’s InitialNames | Test IPre-Test | Test IIPost-Test in Cycle I | Test IIIPost-Test in Cycle II |
|  | MN | 50 | 55 | 63 |
|  | AM | 53 | 58 | 66 |
|  | DS | 55 | 62 | 69 |
|  | P | 58 | 60 | 63 |
|  | IW | 60 | 67 | 75 |
|  | AS | 64 | 69 | 77 |
|  | HT | 66 | 71 | 79 |
|  | DC | 66 | 71 | 81 |
|  | NM | 67 | 72 | 82 |
|  | RG | 68 | 78 | 83 |
|  | DS | 68 | 78 | 83 |
|  | CP | 72 | 80 | 83 |
|  | HS | 75 | 80 | 83 |
|  | WA | 76 | 81 | 86 |
|  | DS | 79 | 84 | 86 |
|  | AJ | 79 | 84 | 89 |
|  | CS | 82 | 85 | 90 |
|  | MA | 82 | 85 | 90 |
|  | RG | 85 | 88 | 90 |
|  | JS | 88 | 91 | 93 |
|  | WJ | 56 | 67 | 70 |
|  | LN | 62 | 70 | 74 |
|  | MN | 60 | 72 | 78 |
|  | BL | 55 | 67 | 70 |
|  | SS | 50 | 70 | 74 |
|  | Y | 50 | 72 | 78 |
| Total | 1729 | 1917 | 2105 |

* 1. **The Data Analysis**

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

**Table 3.2**

**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 3.2 showed that between the lowest and the highest of students’ test scores there was a significant enhancing.

The student's comparison of scores shown on following table.

**Table 3.3**

**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.

**3.4. Research Findings and Discussion**

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 improvement of students’ task can be seen in the following table:

**Table 3.4**

**Improving Students' score**

**By using Round-Robin Brainstorming**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Content | The test I(Cycle I) | Test II(Cycle II) | Test III(Cycle III) |
| 1 | Score | 1393 | 1499 | 1611 |
| 2 | Mean | 69.65 | 74.95 | 80.55 |
| 3 | NS | 8 | 11 | 16 |
| 4 | PNS | 40% | 55% | 80% |

*Note*:

NS : number of students who got point ≥70

PNS : percentage of students who got point ≥70

On the test I was *69.43* (mean)*,* while in test II increased to be *74.95* and in test III became *80.55.* The score enhancing not only in the mean score but also on several master students. The result is the students in the test I was only 40% (8 students), in test II was 55% (11 students and in test III became 80% (16 students). The data indicated that the application of Round- Robin Brainstorming wa***s*** effective to enhance students’ comprehension in Intro to Linguistics course***.***

1. CONCLUSION AND SUGGESTIONS
	1. **Conclusion**

After analyzing the data, it was found that the students’ scores increased from each cycle. We can conclude that there was an enhancement in the students' comprehension of Intro to Linguistics course by applying the *Round- Robin* *brainstorming technique.* Within the score improvement of each test doing on continuously. The concluded that *the Round-Robin* *Brainstorming technique* potentially enhancing the student's comprehension in Intro to Linguistics Course.

* 1. **Suggestion**

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

 Concerning the result there some intention:

1. English teacher/Lecturer is better to apply the *Round-Robin Brainstorming technique* in teaching students Linguistics Course because this technique helps in monitoring the students’ identification Courses specifically and extends.
2. Students in a creative draft allows sharing opinions in a large mind and makes the Intro to Linguistics course become easier and enjoyable to learning.
3. As readers, we may be researching will gives you a good comprehension of how to enhancing the students’ ability in the Linguistics Course by applying the *Round- Robin brainstorming technique.*
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## Appendix (optional)

This section is for your Appendixx