

TEACHING VOCABULARY THROUGH ROUND ROBIN BRAINSTORMING TECHNIQUE

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ABSTRACT

The current research focused on improving vocabulary achievement through the Round Robin Brainstorming technique at the seventh-grade students of SMA Negeri 5 Luwu Utara. The research aimed to determine whether or not the use of the Round Robin Brainstorming technique improves the students' vocabulary achievement effectively. The researcher used pre-experimental analysis. The population was the tenth-graders of SMA Negeri 5 Luwu Utara. The population amounted to 132 students. The Class X Ipa 1 was a sample consisted of 21 students. A vocabulary test was the resource of the research. The researchers gave the students a pre-test and a post-test. The data analyzed by using SPSS 22. The findings showed that the use of the round-robin brainstorming technique effectively improves the students' vocabulary achievement. The students' mean score in the pre-test was lower than the mean score in the post-test ($52.86 < 60.24$). The researchers found that the p-value (0.02) was lower than the alpha (0.05). This indicates the significance level of the use of the Round Robin Brainstorming technique. The researchers concluded that using the Round Robin Brainstorming technique is effective to improve students' vocabulary.

Keywords: *achievement, Round Robin Brainstorming, vocabulary*

INTRODUCTION

Vocabulary is the collection of words that an individual knows (Linse, 2005). Vocabulary plays an essential role in language teaching and learning. If learners master the vocabulary, they will be able to speak or write. Learners cannot perform their English well if their vocabulary

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is impoverished. Therefore, a student must have a lot of vocabulary to support the teaching and learning process.

However, vocabulary is still one of the biggest problems in learning English, especially for those who are just learning English. Unlike the Indonesian, which is obtained directly, English is acquired through learning and must be practiced repeatedly. Some problems in mastering vocabulary are difficulties in memorizing, pronouncing, and lacking in English practice.

Based on the observations and interviews conducted by the researchers at SMA Negeri 5 Luwu Utara, the researchers found several problems in the student's vocabulary mastery. Firstly, the students have a low ability to memorize vocabulary. They lack vocabulary practice because they are only assigned to memorize vocabulary and perform it at the following meeting. Secondly, they have difficulties pronouncing vocabulary words. Although the teacher has taught them the proper pronunciation, they still have a problem saying it. Lastly, the students' vocabulary mastery was still relatively low, and only a few students learned English. Therefore, most students preferred to be silent and not fully participated in classroom activities. Some students also said the class was less interesting because they lacked strategy or games that interest students.

The researchers recommend a learning method or technique based on the above information to help resolve these problems and make students more active in the teaching and learning process. This aims to ensure that all students can be equally engaged in all activities. By inviting students to do interesting and cooperative activities, they will be more involved and motivated in speaking, and then they will be more confident in expressing their ideas. There are many alternative techniques that can be used to interact with students in vocabulary mastery. Yet, the researchers were interested in proposing a Round Robin Brainstorming Strategy to resolve the problem.

In this research, the researcher focused on improving vocabulary acquisition through the Round Robin Brainstorming technique at the tenth-grade students of SMA Negeri 5 Luwu Utara. This research was part of applied English Language Taught in disciplined manner. The researchers focused on the content words (noun and adjective).

Concerning the statement of problems above, the researchers stated the research's specific objective: to find out whether or not the use of the Round Robin Brainstorming technique effectively improves the

students' vocabulary at the Tenth-Grade Students of SMA Negeri 5 Luwu Utara.

LITERATURE REVIEW

In this chapter, the researchers sum up some relevant findings from other researchers who have conducted similar research.

The first research is "Improving Speaking Skill through Round Robin Brainstorming Strategy for the Eleventh-Grade Students at MA Darut Taqwa Suci" written by Khiromah (2016). The design of the study was classroom action research. The similarity between this current research and the research above is that both researches use the round-robin method in their teaching. The difference between this current research and the above research is in the research subject. In addition, researchers used various types of instruments to collect data. The research instrument that the researcher used is the observation sheet, tests, and documentation. At the same time, the research above used an observation checklist, field notes, and tests.

The second related research is "Using Round Robin Brainstorming to Improve Students' Ability in Reading Narrative Text" conducted by Surati in 2015. In this current research, the researcher used observation, tests, and documentation. The researcher used field note as the observation tool to find out the students' motivation, and the test was used to determine students' acquisition. The difference between this current research and the research above is the research above used classroom action research, observation, test, and documentation in collecting data. In contrast, this current research used pre-experiment, pre-test and post-test in collecting data.

The third research is "The Use of Round Robin Brainstorming to Improve Students' Listening Skill at the Tenth Grade of SMK Negeri Karanganyar in the Academic Year of 2011/2012" written by Khotimah (2012). This research is intended to explain whether or not the round-robin technique effectively improves listening skills for students. The research was performed using experimental research. The difference between this current research and the research above is that the researcher above took two classes as the sample, the first class as the experimental group and the second class as the control group, while this current research only took one class as the sample.

The fourth study is "The Speaking Ability of the Eleventh Grade

Students Taught by Using Round Robin Brainstorming" conducted by Faizah in 2012. This research aims to determine whether there is a significant difference in the speaking skills of class XI students of SMA 1 Mejobo Kudus in the academic year 2011/2012 before and after being taught by using the Round Robin Brainstorming method. The difference between this current research and the research above is in the technique of data analysis. Besides that, the researchers used different types the instruments in collecting data. The instrument of this research is pre-test and post-test, while the research above used an oral test.

The fifth study was conducted by Putri (2018). The title of the research is " The Influence of using Round Robin Technique towards students' vocabulary mastery at the Eighth Grade of SMPN 5 Bandar Lampung at First Semester in the academic year of 2018/2019". This research aimed to know whether there is a significant influence in using the round robin technique towards student's vocabulary mastery.

This research is quasi experimental design. Speaking test was used by the researchers to collect the data. The population was the eighth-graders of SMPN 5 Bandar Lampung. The difference between this current research and the previous research above is that the above research used quasi experimental design, meanwhile this current research used pre-experiment research.

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

RESEARCH METHODOLOGY

This research used a pre-experimental design because it has no control of external variables in the form of a one-group pre-test and post-test design. The research was conducted to tenth grade students of SMA Negeri 5 Luwu Utara which is located in Kelurahan Marobo, Kecamatan Sabbang, Kabupaten Luwu Utara, since 28th August 2020 until 11th September 2020.

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

The research instrument used was a vocabulary test, where the test was multiple-choice items. The numbers of the questions were 20 items. The test was used to measure students' achievement. Experimental learning has been carried out for six meetings, namely four meetings for experimental learning and two meetings for pre-test and post-test tests. The tests have been calculated by using SPSS 22.0.

RESULTS AND DISCUSSION

Results

The researchers discussed the pre-test results that had been done prior to treatment. The pre-test was held from 08:40 until 09:50 am on Friday, 28 August 2020, and the post-test was held from 09:00 until 10:30 am on Friday, 11 September 2020. The researchers present the data in the tables and calculates the score by using the program SPSS 22. The pre-test classification of the student's score can be seen in Table 1 below:

Table 1. The Classification of students' vocabulary score in the pre-test and post-test

| Classification | Score | Pre-test | | Posttest | |
|---------------------------|--------------|---------------|----------------|---------------|----------------|
| | | Frequen cy | Percentag e | Frequenc y | Percentag e |
| Excellent | 90-100 | - | - | - | - |
| Good | 80-89 | 1 | 4.8% | 2 | 9.5% |
| Adequate | 70-79 | 1 | 4.8% | 8 | 38.1% |
| Inadequate/Unsatisfactory | 60-69 | 6 | 28,6% | 2 | 9.5% |
| Failing/Unacceptable | Belo w 60 | 13 | 61.9% | 9 | 42.9% |
| Total | | 21 | 100% | 21 | 100% |

Based on table 4.1 above, it showed that in the pre-test there were none of the students (0%) obtained excellent, one student (4.8%) obtained good, and one student (4.8%) obtained adequately. In addition, there were six students (28.6%) obtained inadequate/unsatisfactory scores and 13 students (61.9%) obtained failing/unacceptable scores.

Based on the data, it can be seen on the table that the students obtained inadequate/unsatisfactory and failing/unacceptable more than the students who obtained adequate and good, which means that the students' vocabulary acquisition is still low. While in the post-test, there were none of the students obtained excellent scores, and there were two students (9.5%) obtained good scores. The other results showed that eight students (38.1%) received adequate scores. Further, there were two students (9.5%) obtained inadequate/unsatisfactory scores and nine students (42.9%) obtained failing/unacceptable scores, which means that there was an increase after giving treatment.

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

Table 2. The comparison between pre-test and post-test

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

Table 2 showed that the mean score of the pre-test is 52.86, and the standard deviation is 13.926. the mean score in the post-test was 60.24, and the standard deviation was 15.690. The writer concluded from the comparison of the pre-test and post-test that there was an improvement in the scores of students after teaching using the round-robin brainstorming technique.

Table 3. The paired sample test of pre-test and post-test

| Paired Differences | | | | | |
|--------------------|----------------|-----------------|---|---|-----------------|
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | T | Sig. (2-tailed) |
| | | | | | |

| | | | | Lower | Upper | | | | | |
|------|-----------|--------|-------|-------|---------|--------|--------|----|------|--|
| Pair | PRE-TEST | | | | | | | | | |
| 1 | POST-TEST | -7.381 | 9.698 | 2.116 | -11.795 | -2.967 | -3.488 | 20 | .002 | |

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

The result of a statistical analysis of the significance of level 0.05 with the degree of freedom (df) = N-1, where N=21, df=20. The probability value (0.02) was smaller than the alpha (0.05) value. It means that the alternative hypothesis (H1) has been accepted, and the null hypothesis (H0) has been rejected. It means that there was a difference in teaching vocabulary before and after using the round-robin brainstorming technique. Therefore, the researcher concluded that the round-robin brainstorming technique effectively improves the students' vocabulary achievement.

Discussion

Based on the vocabulary test results, 14 students obtained a higher score on the post-test after being taught using the Round Robin technique. Still, five students received the same score on the pre-test and post-tests, and two students obtained a lower score on the post-test. Some students said that because there were new vocabulary words that they didn't know at all, it was difficult to answer some questions and some students were still less active in the learning process, and the students were unfocused on the explanation of the researchers. These obstacles were caused by students who were still uninterested in learning vocabulary. Student interest will arise when students' needs, capacities, and skills follow the demands offered by certain activities. So, students' interest in learning can be seen from an activity or area of knowledge and how much they will present it, process it, understand it, and keep thinking about it. The result of this finding is similar to Hidayat (2016), who found that the students who were participating in his research have inferior vocabulary achievement because during his research, they did not bring an English dictionary and ignored him when he explained the material.

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

The use of the round-robin brainstorming in the teaching-learning vocabulary is essential because it benefit students to use other student's ideas to raise even more ideas without being affected by assertive or vocal members of the team. Another benefit of this method is that it ensures that every student in the group gets an equal chance to present their ideas. This method will assist the teacher in teaching more efficiently and helping the students to create an attractive, enjoyable, and engaging learning atmosphere. Round Robin brainstorming is one of the simple and interesting methods to use in teaching vocabulary. Kagan and Kagan (2009) stated that round robin brainstorming is an activity in which students express opinions in a group discussion based on the subject given. By doing so, students will add suggestions to others to find the best solution. Teamwork helps them to have several potential thoughts.

This research finding aligns with Faisah (2012) who found that after she taught speaking skills by using round robin brainstorming to the eleventh-grade students of SMA 1 Mejobo Kudus, their speaking skills were significantly improved. The difference between the above research and this current research is that she used quantitative experimental while the current research used pre-experiment. Putri (2018) stated that round robin brainstorming technique influences the vocabulary mastery of the eighth-graders of SMPN 5 Bandar Lampung. The difference between Putri's research and the current research is that Putri used a quasi-experimental while the current research used the pre-experiment. Nopita (2014) also stated that students who were taught using the Round Robin Brainstorming Technique got better scores than those taught without using the Round Robin Brainstorming Technique. The difference between Novita's research and the current research is that Nopita used quasi experimental while the current research used pre-experiment. According to Sripradith (2019), the usage of round robin brainstorming

assisted the learners in getting involved more, and it improved their ability to research and intercommunicate in English.

Based on the above explanation, the round robin brainstorming technique is effective in teaching vocabulary because it can help SMA Negeri 5 Luwu Utara 10th grade students develop their vocabulary.

CONCLUSION AND SUGGESTION

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

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