

BAB IV

FINDINGS AND DISCUSSION

A. Finding

1. Type of Brainstorming

The researcher answers the questions for the research based on the theory from chapter two, try to find any character of brainstorming that was done by lecturer to the theory. The first one is about what type of brainstorming that the lecturers did in their class.

a. Free Form Brainstorming Type

The researcher found from their observation; all of the lecturer was doing free form brainstorming. It has strength which is making students felt comfortable to share their idea willingly and freely.

Free-Form Brainstorming is the type of brainstorming where participants express their ideas as they occur. It is described in great detail in 5 Steps to Effective Brainstorming. One of the key disadvantages of this type is that quieter, self-conscious members might not participate unless actively drawn in the process. In the other hand, this type is also had a weakness which is a possibility of a student not answering the question.

Then, it came about the types of procedure of brainstorming that the lecturer did in teaching, there were various. Two of the lecturers used simple word lists brainstorming, two of them used brainstorming on a picture, one of them used List Based on Principle, one of them used Listing Different Ways of Expressing a Particular Language, and one of them using changing word in a sentence brainstorming. All of the result below was categorized by Cullen Example of Brainstorming Procedure.

a. Simple Word List Brainstorming Procedure

The theory from Cullen (1998) about Simple word List Brainstorming Procedure told that simple word list example is as bellow:

- 1) List words to describe people's appearance.
- 2) List all the items you need for a party.
- 3) Make a list of house furniture.

This was what exactly some lecturer did in their teaching;

- 1) Lecturer A: List of differences between E-Mail and Chat
- 2) Lecturer D: Make a list of Verb

b. Lists Based on a Principle

It still in the same theory from Cullen (1998) here are some example of List Based on Principle.

- 1) Write down a food that begins with each letter of the alphabet.
- 2) Make a list of animals starting with the smallest animal and getting bigger

Those were what lecturer C did in teaching UPB, with a little modified. Lecturer C was doing brainstorming not using typing or writing but drawing, making a draw. In making drawing, before the students started to draw something asked by the lecturer, the lecturer gave a basic draw or shape first to be continued by the students.

In conclusion, the reseacehr analyzed that it was same with listing based on prinsiples, but in drawing form.

c. Brainstorming on a Picture

Pictures are a rich source of inspiration for brainstorming. Strange events evoke the biggest variety of responses. Most students will let their imagination roam if the pictures are strange enough. Use pictures from the textbook, magazines or other sources. (Cullen, 1998)

- 1) What are these people doing?
- 2) List the objects in the picture.
- 3) What is this man thinking about?
- 4) Write four words to describe this person.

That was what exactly some lecturer was doing in their teaching,

- 1) Lecturer C: Making a caption to describe student own pictures
- 2) Lecturer E: Making some description about a bank

d. Finding Alternatives for a Blank in a Sentence

- 1) The man got off his _____ and walked away.
(answers could include: horse/bicycle/letter/backside)
- 2) Peter lived in a _____ (answers could include: caravan/house/fantasy world/apartment)
- 3) I don't like her because she is _____ (answers could include: too talkative/the lecturer's pet/boring)

That was exactly what Lecturer D was doing while teaching in UPB. Lecturer D really did asked the student to make sentence started with "I went to ..."

e. Listing Different Ways of Expressing a Particular Language Function

Callin (1999) give some examples of Listing Different Ways of Expressing a Particular Language Function for ask Someone to Move his Chair.

- 1) Please move your chair.
- 2) I'd appreciate if you could move your chair.

3) Get your chair out of my way.

This is was exactly what Lecturer B was doing while teaching in UPB. Lecturer B asked the student to mention any expression to express asking and explaining health problem.

2. The Way Using Brainstroming

Some educators made statements regarding to the goal of brainstorming. According to Polette (2005), the goal of brainstorming are: accept all responses from students; hold praise or judgment of any single response given; provide an accepting atmosphere; responses related to the ideas of others are encouraged; the aim is for quantity. Not all responses will be of high quality.

Here is the table that is explain the goa of brainstorming achivied by the lecturer.

Table 4.1 Goal of Brainstorming Avhived by The Lecturer.

Goals of Brainstromng	Lecturer A	Lecturer B	Lecturer C	Lecturer D	Lecturer E
Accept all responses from students,	Yes	Yes	Yes	Yes	Yes
Hold praise or judgment of any single response given.	No	Yes	No	Yes/No	Yes
Provide an accepting atmosphere	Yes	Yes	Yes	Yes	Yes

Responses related to the ideas of others are encouraged.	Yes	Yes	Yes	Yes	Yes
aim the quantity, not the quality.	Yes	Yes	Yes	Yes	Yes

The researcher was found the finding as the points bellow.

a. Accept all responses from students

All of the lecturer was obtain this goal. All of the lecturer was accpeting all the answer from the student. None one of them rejecting any answer from the student.

b. Hold praise or judgment of any single response given

This poin was only achived by two of five lecturer. Lecturer B and lecturer E was successfully achiving them by holding a praise or jugment while the student answering the question from the lecturer. The odd thing happened with lecturer D, lecturer D was doing 2 brainstorming, but lecturer D only hold the praise and jugment in one of his brainstorming.

c. Provide an accepting atmosphere

All of the teaccher was achiving this goal. Those lecturer were really welcoming and it made the student feel confrotable and enjoy to answer the question from the lecturer.

d. Responses related to the ideas of others are encouraged

The lecturer also allowed them to giving any creative idea related about the question for their breinstorming question.

- e. Aim the quantity, not the quality

The reseacher found in the observation that the lecturer wa not really intended to quality. The lecturers only cared about the student activness.

B. Discussion

1. Type of Brainstroming

In brainstorming, there are five types of brainstorming, as Ariana (2012) mention in his book.

- a. Free-Form Brainstorming: This is the type of brainstorming where participants express their ideas as they occur. It is described in great detail in 5 Steps to Effective Brainstorming. One of the key disadvantages of this type is that quieter, self-conscious of members might not participate unless actively drawn in the process. All of the lecturer was doing this type of brainstorming, as the simplest form of brainstorming. Another resaon that could be the reason why the lecturers were using this also because the meeting was arranged online, so there were so mani limitation to order another kind of brainstorming type.
- b. Round Robin Brainstorming: People contribute ideas in turn, feeling free to "pass" if they have no ideas to share in that round. The session is over when everyone passes. This ensures everyone participates. This type of brainstroming was failed to lecturer do. None of the lecturer used this kind of brainstorming type. Beacuse it was not simple to do in online media.

- c. **Mind Mapping:** this offers a more graphic approach to scribing responses, than simply listing ideas on a flipchart. One or two people are used as scribes for the group. The process begins by creating a large writing space, at least 4 feet by 4 feet, on a wall. Write the topic statement in circle in the center of this space. Then gather responses and scribe them as lines branching out from the center circle. Participants can either offer new ideas - scribe as new main branched around the circle; or extensions of earlier ideas - scribe as sub-branches of the appropriate main branches. The completed map thus contains a record of key associations among ideas (Buzan, 1974). It may be a good idea to start a process with one or two rounds of round robins brainstorming. and then set the group loose into a free form continuation of the activity. This is particularly useful if the group has not worked together before, and needs some encouragement to begin opening up.
- Mind mapping type need student to draw something in a media. With a correct order by the lecturer, the student could make it. The problem why the lecturer did not do this type of braistorming was because it could be too hard for lecturer to giving a student corect order about mind maping in online media. The lecturer could not wathing it in real time, so the probability for a students miss-make mind maping was big too.
- d. **Pencil and Paper Brainstorming:** Participants write their ideas first, and then share them, either in turn or anonymously. The advantage of this technique is that it encourages participation by people who might otherwise feel intimidated.

The lecturer did not do this type of brainstorming because it is need real paper in offline meeting.

- e. Nominal Group Technique: This is a very structured form of brainstorming that results in the generation and prioritization of ideas. It is particularly useful when a large group is involved in the brainstorming process and when there is a need to take a brainstormed list and synthesize it into several prioritized items. Another advantage is that it reduces the dominance of outspoken individuals and encourages participation by everyone. Brainstorming technique is lengthier and more structured than other approaches, but well worth of effort if the group is large and the topic is complex.

The lecturers did not use this type also because of the lack of ability for student for making little group online properly.

The second is about what type of brainstorming procedure that was used by the lecturers. This analysis is based on the theory of Cullen (1998), there are 11 way how to do brainstorming as follows:

- a. Simple Word Lists

- 1) List words to describe people's appearance.
- 2) List all the items you need for a party.

This was what exactly some lecturer did in their teaching;

- 1) Lecturer A: List of differences between E-Mail and Chat
- 2) Lecturer D: Make a list of Verb

The lecturer was using this brainstorming procedure because this is the simplest procedure of brainstorming that could be use, moreover in online media.

- b. Lists Based on a Principle

- 1) Write down a food that begins with each letter of the alphabet.
- 2) Make a list of animals starting with the smallest animal and getting bigger

Those were what lecturer C did in teaching UPB, with a little modified. Lecturer C was doing brainstorming not using typing or writing but drawing, making a draw. In making drawing, before the students started to draw something asked by the lecturer, the lecturer gave a basic draw or shape first to be continued by the students.

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c. Fiding Alternatives for a Blank in a Sentence

- 1) The man got off his _____ and walked away.
(answers could include: horse/bicycle/letter/backside)
- 2) Peter lived in a _____ (answers could include: caravan/house/fantasy world/apartment)
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- 3) What is this man thinking about?

- 4) Write four words to describe this person.

That was what exactly some lecturer was doing
in their teaching,

- 5) Lecturer C: Making a caption to describe student own pictures
- 6) Lecturer E: Making some description about a bank

e. Brainstorming Using a Song

Songs are wonderful for reducing nervousness. They seem to be particularly effective in whole-class brainstorming when the lecturer is writing the ideas on the board. Play a song for the class and ask questions like the following.

- 1) How does the singer feel?
- 2) What do you think the singer looks like?
- 3) Suggest titles for this song.
- 4) When do you think that this song was written?

This type of brainstorming was not used by the lecturers, it could be the ineffective to be used in the early morning. Also there is no suitable song for them at that time for the material.

f. Word-mapping or Phrase-mapping Around a Central Theme

Write a word or phrase in the center of a page. All the other words or phrases should link off this in a logical manner. Word-mapping can be useful for establishing groups of similar things, for example animals or food. Phrase-mapping can be useful for developing topics or functions.

This idea of type of brainstorming is also not found by the researcher. The idea of mapping was not really suitable for online class that the lecturer could not be there to see

immediately the map that the student did to be discuss about.

g. Changing One Word in a Sentence Each Time

Each word must be changed, but each sentence must have a meaning. This can be useful to show the students the role of each word in a sentence prior to a substitution drill or other activities. It can be a fun activity to do on the blackboard.

Example:

- 1) Peter played flute in the orchestra.
- 2) Peter played flute in the park.
- 3) John played flute in the park.
- 4) John played soccer in the park.
- 5) John watched soccer in the park.
- 6) John watched soccer near the park.
- 7) John watched soccer near a park.

Variations: add one word, take away one word.

h. Listing Different Ways of Expressing a Particular Language Function Example : Ask Someone to Move his Chair.

- 1) Please move your chair.
- 2) I'd appreciate if you could move your chair.
- 3) Get your chair out of my way.
- 4) Prediction

Guess what the speaker will say next. This can be used in conjunction with dialogues in textbooks. It is a powerful technique to encourage students to take a risk. If the dialogue is recorded, stop the tape and ask the students to predict what the speaker will say.

This is was exactly what Lecturer B was doing while teaching in UPB. Lecturer B asked the student to

mention any expression to express asking and explaining health problem

The researcher found that activity is very helpful for the lecturer open the meeting. The researcher did this activity because the student could express easily about that expression, that was actually already learn in senior high

i. Free Association

This is best done orally and can be a lot of fun. One student gives a word in your chosen topic and asks another student to say the first word that she thinks of. The second student continues to make associations. The first student simply repeats the word in each case. After making about 10 associations, the first student should try to work backwards from the last association to the original word.

Example :

A : apple

B : red

A : red

B : rose

and so on.

Variation: Free association in pairs or in groups. Students make the associations from the previous student's word.

j. Group Storytelling

Students work in groups and take turns adding to a story, either spoken or written. It is usually better to give the first line of the story. Example :

John was late for school because

Student A : He missed the train

Student B : And there wasn't another for 20 minutes

Student C : So he went to a game center

Student D : But he lost his wallet

If the students are writing, it is interesting to write several stories at the same time. (Cullen, 1998)

2. Goal of Brainstorming

Some educators made statements regarding to the goal of brainstorming. According to Polette (2005), the goal of brainstorming are:

- a. Accept all responses from students.

Based on the finding, the researcher found all of the lecturer had already done achieved this goal. All of the lecturers was not rejecting any answer from the students.

- b. Hold praise or judgment of any single response given.

This goal theory was achieved by only 2 of the lecturers, who were lecturer B and lecturer E, two others was not achieving it, lecturer A and lecturer C, and the other, lecturer D, was doing hold praise and judgment for only one of two his brainstorming. Lecturer A, lecturer C, and Lecturer D was achieving holding

The researcher, by the interview, then find the information further, that only one tacher really know about holding praise and judgment, Lecturer E. Rest of the lecturer did not know about to holding prainse and jugde is one of the brainstorming goal.

- c. Provide an accepting atmosphere.

All of the tacher was done in achieving this goal. None of the lecturer was being ignorant or unaccepting any answer. It is really fit with the theory of providing an accpeting atmosphere.

This goal was achieved by all of the lecturer by not giving bad judgment. Even some of the lecturer was failed to holding praise but they did hold bad judgement.

- d. Responses related to the ideas of others are encouraged.

As the theory said to responding other idea of the student was allowed, all of the lecturer aslo did not forbid the student to give a

respons of other. Moreover, the student only reacted to the answer that was sound funny to them.

- e. The aim is for quantity. Not all responses will be of high quality. The lecturer really did care about the answer, as long as the student giving their idea. This was exactly like what the theory said to aim for the number of answer, not the kind of answer, the answer could be fit or not, but all of the lecturer was only discussing it after brainstorming had been done.