

BRAINSTORMING, EXPLORING, SHARING, TRANSFERRING KNOWLEDGE (BEST) AS A METHOD TO DEVELOP STUDENTS' LANGUAGE COMPETENCE

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ABSTRACT

Language competence is the act of using language for communication purposes. Therefore, language competence is a natural manifestation of a person's linguistic competence. The student's linguistic competence level is generally reflected in their language skills. This study used a classroom action research design with two cycles of learning activities to improve students' language competence through the BEST learning method. Data were collected through pre-test, post-test, and questionnaire. The results showed that students' language competence improved significantly from cycles 1 and 2 compared to the pre-test results. Therefore, the BEST is an effective learning method for teaching language competence. This study implies that teachers should consider using the BEST learning method to develop students' language competence.

Keywords: Language Competence, Developing, BEST, Learning, Method

INTRODUCTION

Language competency includes four skills: listening, speaking, reading, and writing. Language competency is an action to use language in real terms for communication purposes (I. Widiastuti et al., 2022). Activity language or language performance competence is a natural manifestation of a person's linguistic competence. High and low linguistic competence a person is generally reflected in his language skills (Handayani & Widiastuti, 2019).

In a broad sense, language acts as a means of communicating with other people, so language skills are essential, especially in the current era of globalization (Mantra, Handayani, et al., 2019). The language that has a vital role is English, where it is said that English is an international language. Therefore, it is essential to learn English because it is used in various aspects of life, such as in the world of education, work, the business

world, and the world of tourism (Mantra et al., 2020), all of which use English as the language of instruction. Therefore, there is no doubt that all students should adequately learn English.

Understanding the various uses of English, English becomes a required subject in all schools. The competition in various worlds of work means that English language learning must be learned at schools as early as possible (Widiastuti et al., 2021). Therefore, every school and university is required to improve English language competency. This is done so that graduates are ready to work in various business fields because, in this modern world, all work uses technology, where the instructions are in English (Radhika, 2017). Moreover, in the field of communication, graduates can communicate in English well so that graduates can work in various fields later.

Various aspects of language and communicative functions of understanding

and language use that the students must master. Consequently, various language competency tests should be administered. This means that through a language test, a student's language knowledge can be measured (Astawa et al., 2018).

Concretely, a language competency test involving these four aspects must be contextual. That means it has to be a deep actual usage situation, reasonable, and in a particular context. If you ignore these things to test the four language skills, it can also fall into isolated and artificial tests. This test tendency is a problem in today's language tests (Maba & Mantra, 2018).

Language proficiency tests should consist of listening, reading, writing, and speaking tests. Moreover, a test should also measure students' language communicative competency. It can be done by integrating several aspects, including: (1) four language skills are tested comprehensively; (2) various forms of questions; (3) how to answer test questions; and (4) all communicative competence and performance should be tested both in formative and summative forms (Widiastuti & Saukah, 2017).

Based on the observation and literature reviews, there is a need in Indonesia for Human Resources who can compete with the outside world. One thing that can be done so that students can compete with the outside world is to improve their English language competence. By mastering English, students can communicate their ideas well internationally to compete with other parts of the world and carry out their business communication competently.

Students' lack of English language skills is a problem that is often faced by most students in all education sectors. One is due to students need more confidence in their abilities. They must build up their confidence even if they have good innate competence. However, confidence is needed to stimulate these competencies to

become even better. The competency referred to here is a belief that a person has to improve academic abilities in English (Syafrizal & Putri, 2020).

However, in reality, students need to be more active in English. It is because English courses involve a lot of written exercises and memorizing vocabulary, so students are not stimulated to communicate well. It causes students to be afraid of English courses because they are afraid of memorizing them. However, on the student side, based on the results of interviews, they stated that they needed more confidence if they communicated in English. Understanding this phenomenon, an educator must choose various methods of teaching English to stimulate students to be active in learning English (Mantra et al., 2019).

The BEST learning method is one of the teaching methods that can be used to improve students' language competence (Mantra et al., 2023). The BEST (Brainstorming, Exploring, Sharing, and Transferring Knowledge) learning method is made up of sequential steps, which can be summarized as follows. The brainstorming stage includes (1) asking students what they already know about the topic being studied, (2) allowing all students to express what they already understand about the topic being studied, (3) allowing students to ask questions about the topic being studied, (4) allowing other students/students to answer their friends' questions, and (5) emphasizing and adding to the student's answers.

The exploring stage consists of (1) explaining the subject matter in greater detail, (2) allowing students to ask questions about the material being explained, (3) allowing students/other students to answer their friends' questions, (4) providing additional explanations for the students' answers, and (5) providing exercises to develop student/student understanding.

The sharing stage includes (1) allowing students to discuss in small groups, (2) allowing students to present the results of their discussions in front of the class, (3) allowing students to ask questions about student presentations, (4) allowing other students to provide additional explanations, and (5) providing additional emphasis and explanations to complete student explanations.

The Transferring Knowledge stage consists of (1) providing exercises for students to apply what they have learned in the form of products/works (monologue/dialogue, products such as speeches, conversations, conferences, paragraphs, text, pictures, objects, etc.), (2) providing opportunities for students to present their work, and (3) providing whole class discussion and corrective feedback from teachers.

The research conducted by Mantra et al. (2023) focused on students' English language skills using the BEST learning method, and the research method used is classroom action research. However, judging from the research focus, the research above differed from this research in which this study has a deeper focus, namely emphasizing implementing the BEST learning method to improve students' language competence in English. The research focuses on the ability of four English language skills (Reading, Speaking, Listening, and Writing), which is also accompanied by the ability to master vocabulary. Based on the above background, this research aims to find strategies, obstacles, and solutions to increase English language competency.

RESEARCH METHOD

Any scientific investigation requires an appropriate research method to collect the data to answer the research questions. This study used classroom action research (CAR). Classroom action research is research conducted by teachers in their classrooms or places of teaching to

improve learning and practice (Ary et al., 2018).

Classroom action research serves as a tool to solve problems that arise in the classroom, where teachers use new skills and methods and perfect their analytical skills. In addition, it is a tool for creating innovative learning methods, improving communication between teachers and scientific researchers, and providing alternative solutions to problems (Cohen et al., 2018).

CAR occurs through a four-phase cycle, starting with action planning, then learning actions and observation activities, and ending with reflection to analyze collected data. This research design consists of two cycles, each including four interconnected activities: plan, act, observe, and reflect.

This study was conducted in the fourth-semester university students during their offline learning of English skills. Two research instruments were used in this classroom action research study: a series of tests (pre-test and post-test) and a teacher questionnaire. After implementing the BEST strategy in the classroom, pre-test and post-tests were used to collect data on students' language competence.

Furthermore, the questionnaire was administered to determine the students' feedback regarding implementing the BEST teaching method. The pre-test is used to know the student's existing language competence and the post-test is used to know the improvement in the student's language competence after being taught according to the best learning method.

The data were analyzed using an average score formula to determine students' increasing language competence, and the questionnaire results were analyzed using a rating scale to determine students' behavioral changes over time. Learning process using the BEST learning method. All analyzed data are presented

descriptively to provide a clear horizon for the readers.

FINDINGS AND DISCUSSION

This study used the BEST learning method to improve students' language competence. Preliminary research was conducted by conducting interviews with the university lecturers currently teaching in the class selected as the research topic. Therefore, before the teaching and learning process, the researchers conducted a pre-test at the pre-cycle stage. The post-tests were conducted at each end of the teaching cycle. The data can be presented as follows.

Table 1. Students' Mean Score

Test	Mean	Difference
Pre-Test	50.50	
Post-test 1	70.50	10.25
Post-test 2	80.75	

The pre-test was administered to find out the subjects' existing language competence before implementing the BEST strategy. The average pre-test score was 50.50, taken by 30 students. Furthermore, of the 30 subjects who passed the pre-test, only eight could surpass the minimum passing score previously determined before this study was conducted. Pre-test results showed that most subjects could not speak fluently and accurately based on the criteria established before this study.

In Cycle I, after implementing the BEST learning method, subjects showed improvement in their language competence. The average score of the post-test of 30 subjects was 70.50, and 25 subjects achieved the minimum passing score that was determined. In addition, it showed a significant improvement in the subjects' language competence after implementing the BEST strategy. Many students still need more motivation and confidence when communicating during this learning process.

In cycle II, the test results after round 2 showed that the average score of the subjects was 80.75. The results of post-test 2 showed that the subjects' language competence improved significantly. Much better than pre-test and post-test 1. The results of cycle II also showed that the subjects' language competence could be improved through implementing the BEST learning method. It was found that after implementing the BEST strategy, students continuously developed their language competence and scored higher in post-test 2. In addition, they were confident when communicating.

Furthermore, in the second cycle, students are more active, enthusiastic, and interested in the teaching-learning process. Observations also show that subjects are more active and severe in teaching and learning. Furthermore, the results showed that all students achieved the minimum passing score. Since the current study achieved the success index of all students achieving a minimum passing score, this study can be completed. The researcher conducted a questionnaire to support the data to determine the subjects' feedback on the BEST implementation to improve their language competence.

Additionally, a questionnaire was administered to the 30 students to determine their behavior changes after implementing the learning model. The data can be presented as follows.

Table 2. Students' behaviour changes

Qualification	Number of students	Percentage
Strongly agreed	21	70%
Agreed	6	20%
Undecided	3	10%
Disagreed	0	0%
Strongly disagreed	0	0%

The survey questionnaire percentage shows that the total number of respondents who strongly agreed, agreed,

undecided, disagreed, and strongly disagreed are 70%, 20%, 10%, 0%, and 0% respectively. These figures show that subjects responded positively to implementing the BEST learning method to improve language competence. In other words, most students agree that doing BEST can improve their language competence. Students' responses demonstrated that the BEST strategy can help them develop their language competence.

Successful use of language concerning language teaching depends on emphasizing one of the two aspects. If the emphasis is on aspects of language performance, language use in language teaching tends to experience failure. It's a failure, in essence. This is because the existence of language performance aspects is unlimited. Moreover, appropriate teaching method becomes the key to success in teaching (Widiastuti et al., 2022).

Emphasis on performance aspects of language in its use is frequent, leading to a misunderstanding of a concept. It happened because it wasn't based on understanding the rules.

Unawareness of rules is a logical result of emphasis on aspects of language performance. Mistakes like that may occur more and more if emphasis is placed on them. Language is increasingly far from the aspect of competence. Emphasizing the competency aspect does not mean the language performance aspect is unimportant. A person's success in using language is concretely visible in aspects of language performance (Mantra et al., 2018).

Aspects of language performance will be better if language users or speakers increasingly master aspects of language competence. It means that language users should understand linguistic rules first. Understanding the competency aspect shows that the speaker is highly aware of the rules governing a language. It shows

creativity as one's language has grown. Thus, the person concerned can produce an infinite number of forms of speech in comparison with the rules being understood (Astawa et al., 2017).

Some common mistakes can prove the importance of emphasizing aspects of competence in correctly using language. This common mistake tends to result from a lack of mastery of applicable rules. A lack of attention to emphasis on the competency aspect can also cause a lack of mastery of these rules. Errors in language performance can occur in all linguistic elements. Errors can occur in spelling, phonology, morphology, syntax, and semantics.

Discussion of linguistic competence and performance in language use is also closely related to the attitude of its users. It happened because the quality of a person's use of language is related to attitude Language. It means that the correct use of a language tends to only occur among speakers who have a positive attitude towards the language itself. Therefore, a positive attitude toward the English language must be fostered to use it correctly (Krulatz et al., 2018).

In addition to a positive attitude, some attitudes and tendencies unrelated to language attitudes are not small in influence on the use of the English language. A positive attitude toward a language means that users have pride, love, and loyalty to one's language. This positive attitude was realized in compliance and compliance with applicable norms and rules In language.

In this connection, language users with a positive attitude should use language carefully and thoroughly and adhere to language norms. Speakers who have loyalty, love, and pride in the English language being used should try to use English correctly and well.

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