Student's Attitudes towards the Implementation of Collaborative Brainstorming as a Pre-Writing Activity

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Abstract

This study aimed to find how Essay Writing class Students at Universitas Negeri Padang's attitudes towards the implementation of collaborative brainstorming as a pre-writing activity. This study employed a quantitative method to collect data and was a descriptive study using a 4-point Likert scale questionnaire with 22 statements: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (disagree). 28 students who had participated in a collaborative brainstorming session in their essay writing lesson particpated as sample. The results show that students' attitudes toward the activity are generally very good. The "Negotiated Decision-Making" and "Share Responsibility" indicators had the highest mean score (3.30), which was classified as very positive. "Shared Decision-Making" (3.29), also categorized as very positive. Overall, the findings indicate that students see collaborative brainstorming as a useful and effective pre-writing activity.

Keywords: Attitude, Pre-Writing Activity, Collaborative Brainstorming

1. INTRODUCTION

Writing is an essential language skill because it enables students to express themselves, organize their thoughts, and develop critical and creative thinking. It also promotes academic success by allowing students to communicate clearly and collaborate on knowledge sharing. According to Soyadi (2015), effective writing facilitates students' participation in academic discussions, whereas Nooralam & Sakhiyya (2022) emphasize that writing promotes careful thinking and clarity of expression. Wijayatiningsih et al., (2022) also emphasize the importance of strong writing skills for long-term academic and professional development.

Despite its importance, writing is often regarded as one of the most difficult skills for students. Many students struggle with the planning, organization, and revision of ideas. Santika et al., (2022) explains that writing requires more effort and concentration than other language skills. Budiastuti (2025) argue that proper organization is the foundation of effective writing. Setiawan & Mulyadi, (2021)

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discovered that students who skip planning tend to write less coherent and focused texts.

One strategy that helps students overcome these challenges is collaborative brainstorming. Indrilla & Ciptaningrum (2018), who introduced brainstorming, describes it as a technique for generating ideas freely without criticism. When done collaboratively, brainstorming allows students to discuss, share perspectives, and refine ideas together. According to Storch (2005), this interaction allows students to expand their thinking and write more coherently. Research also shows that group brainstorming reduces anxiety and increases engagement, making the writing process more efficient (Park, 2020).

However, students' attitudes play a significant role in determining whether collaborative brainstorming is effective. According to Dharmawan et al., (2023) Theory of Planned Behavior, attitudes influence one's willingness to engage in a learning activity. Some students value collaborative brainstorming because it clarifies ideas, whereas others think it is time-consuming or unnecessary. These differences highlight the significance of understanding students' perspectives. As a result, researching student's attitudes toward collaborative brainstorming can help educators improve writing instruction and make the prewriting stage more meaningful and supportive for students.

In recent years, the integration of collaborative learning strategies in writing instruction has gained increasing attention. Collaborative approaches align with socio-constructivist theories, which view learning as a socially mediated process where knowledge is constructed through interaction Practice (2024). In writing classrooms, collaboration enables students to negotiate meaning, co-construct ideas, and receive immediate feedback from peers. Pre-writing activities, such as collaborative brainstorming, are particularly important because they provide a foundation for idea development before students begin drafting. When students are guided to generate and organize ideas together, they are more likely to produce texts that are coherent, relevant, and well-structured.

Furthermore, collaborative brainstorming as a pre-writing activity supports the development of higher-order thinking skills. Through discussion and idea exchange, students are encouraged to analyze topics from multiple perspectives, evaluate the relevance of ideas, and synthesize information collaboratively. This process not only enhances content generation but also fosters critical and creative thinking skills that are essential in academic writing. Previous studies have indicated that students who actively participate in pre-writing discussions demonstrate improved writing quality, particularly in terms of content richness and logical flow Fahmi & Rachmijati (2021). Therefore, collaborative brainstorming serves not only as a preparatory stage but also as a cognitive scaffold that supports students throughout the writing process.

Despite the documented benefits of collaborative brainstorming, empirical studies focusing on students' attitudes toward its implementation remain limited, particularly in EFL contexts. Most previous research has emphasized writing outcomes or teacher perspectives, while students' voices are often underrepresented (Rahmawati, 2021). Understanding students' attitudes is crucial because positive perceptions can enhance motivation, participation, and learning effectiveness, whereas negative attitudes may hinder engagement and reduce the potential benefits of collaboration. Therefore, this study aims to explore students' attitudes toward the implementation of collaborative brainstorming as a pre-writing activity, providing insights that may inform more student-centered and effective writing instruction.

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2.   LITERATURE REVIEW

Collaborative brainstorming started as a creativity method developed by Wijayatiningsih et al., (2023). It means allowing people to openly discuss their ideas in a group setting before working alone to write. According to Ningsih & Wahyumiani (2020) social learning theory, talking to one another allows students to gain new perspectives and think more effectively.

According to Fitriani et al., (2019), good group writing requires three components: shared decision-making (everyone helps make decisions), negotiated decision-making (agreement on ideas through discussion), and shared accountability (everyone participates and shares the labor). According to research, students who engage in collaborative brainstorming create more thorough and well-organized essays (Hudovernik & Volk, 2025).

The findings of this study are expected to be valuable for several reasons. First, it can help educators understand how students react to collaborative brainstorming, allowing educators to adjust their teaching strategies when needed. For instance, if students feel that brainstorming is dull or unclear, educators can change the activity to make it more engaging. Second, students may also benefit by becoming more aware of how brainstorming can help them generate and organize ideas more effectively (Suarjana, 2020). Finally, this study can support educational research by offering descriptive information about students' perceptions, which is something that many previous studies have not included.

Therefore, this study focuses on understanding how students in essay writing classes at Universitas Negeri Padang view collaborative brainstorming as part of their writing process. The results are expected to provide useful insights for improving teaching practices, supporting students' writing development, and making the prewriting stage more meaningful and productive.

Several studies have examined the effectiveness of collaborative brainstorming in improving students' writing performance. Research indicates that students who engage in brainstorming activities before writing tend to generate a greater number of ideas and produce texts with clearer organization and stronger arguments. For example, it was found that collaborative pre-writing activities significantly improved students' ability to develop content and maintain coherence in essays (Kuwat & Ghozali, 2018). Similarly, as reported that students who participated in group brainstorming demonstrated better topic development compared to those who planned individually (Hasnawati et al., 2023). These findings suggest that collaborative brainstorming can serve as an effective pedagogical tool in supporting students during the initial stages of writing.

In addition to its impact on writing quality, collaborative brainstorming also influences affective factors such as motivation, confidence, and anxiety. Several studies have shown that working collaboratively helps reduce students' fear of making mistakes, as ideas are generated collectively rather than individually. It was noted that students felt more confident expressing ideas during group brainstorming because they received immediate peer support (Dewi et al., 2024). Moreover, collaborative brainstorming promotes a supportive learning environment where students feel valued and encouraged to contribute. This positive emotional experience can lead to increased engagement and willingness to participate actively in writing tasks.

However, research also indicates that students' attitudes toward collaborative brainstorming are not always uniformly positive. Some students perceive group

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activities as time-consuming, unstructured, or dominated by more proficient peers (Hartati, 2017). Others prefer individual brainstorming due to differences in learning styles or personality traits. These mixed perceptions highlight the importance of investigating students' attitudes toward collaborative brainstorming rather than assuming its effectiveness for all learners. By examining students' perspectives, educators can better understand the conditions under which collaborative brainstorming is most beneficial and design pre-writing activities that accommodate diverse learner needs.

3.   METHOD

This study used a descriptive quantitative design to examine students' attitudes toward using collaborative brainstorming as a pre-writing activity. Quantitative research focuses on numerical data (Nur Anix & Fauziyah, 2018), and descriptive research aims to describe a group as it is. This method was chosen to identify patterns in students' perceptions that can help improve writing instruction (Wib owo & Khairunas, 2019).

The population consisted of 228 students from eight Essay Writing classes in the English Education Department of Universitas Negeri Padang. Through purposive sampling, two classes (K-6 and K-7) were selected because they had direct experience with collaborative brainstorming.

Data were collected using a questionnaire constructed based on (Anggraini et al., 2022), which included 22 statements across three indicators: Shared Decision-Making, Negotiated Decision-Making, and Shared Responsibility. Students rated each item using a four-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree). The questionnaire was validated by an English Department expert, and its reliability was confirmed with a Cronbach's Alpha of 0.950.

The questionnaire was distributed through Google Forms, and the responses were analyzed using descriptive statistics. Mean scores were interpreted using (Amali et al., 2022) categories: 3.26–4.00 (Very Positive), 2.60–3.25 (Positive), 1.76–2.50 (Negative), and 1.00–1.75 (Very Negative). Overall, this method allowed the researcher to clearly describe students' attitudes toward collaborative brainstorming and how shared decision-making and responsibility support the pre-writing process.

4.   RESULTS

The data collected from the questionnaire show that students had very positive attitudes toward collaborative brainstorming in three main areas based on Storch's framework: shared decision-making, negotiated decision-making and shared responsibility.

The average score for the shared decision-making indicator was 3.29 on a 4-point scale, which is considered very positive. This signifies that the majority of students agreed or strongly agreed that they actively participated in group brainstorming and decision-making. They liked the opportunity to express their thoughts and believed that their contributions were important in determining the direction of the writing task.
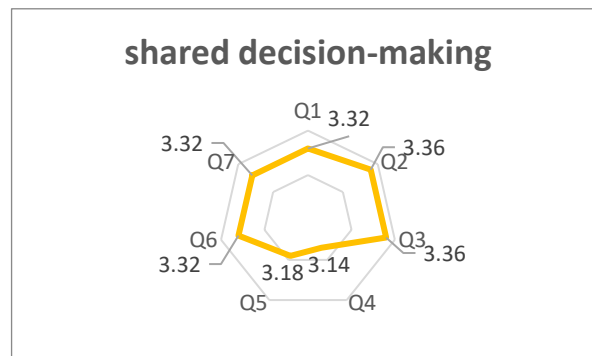
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Figure 1

The negotiated decision-making had an average score of 3.30, which is as well very positive. Students stated that they frequently discussed, explained, and refined their ideas with classmates, achieving collaboration through discussion. This demonstrated that collaborative brainstorming was about more than just sharing ideas; it was also about refining and deciding on the most effective ones together. It emphasizes the interactive, communicative part of group brainstorming, which helps in increasing understanding and clarifying ideas.

Regarding shared responsibility, the results also indicate a very positive attitude among students. The average score for this indicator was 3.27 on the 4-point scale, suggesting that most students felt responsible for contributing actively to the group brainstorming process. Students reported that they were aware of their roles in generating ideas and supporting group members, and they believed that successful brainstorming depended on equal participation. This finding implies that collaborative brainstorming encouraged students to share the workload fairly and fostered a sense of collective ownership over the writing task, which is essential for effective collaboration in pre-writing activities.
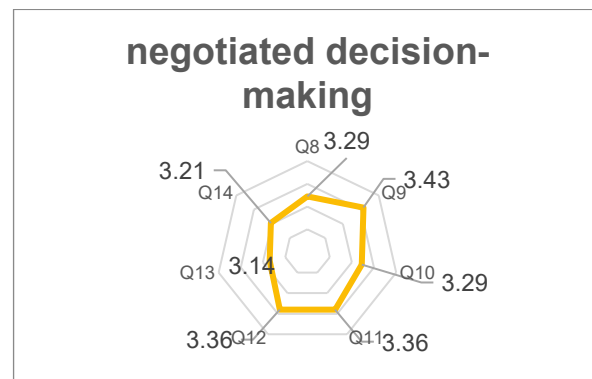

Figure 2

The shared responsibility indicator had the highest average score, 3.30. Students thought that responsibility and accountability during collaborative brainstorming were shared equally among group members. They agreed that each member was responsible for contributing ideas and assisting the group's success. This high score demonstrates students' strong attitudes about teamwork and cooperation, as they valued being part of a group effort over working alone.

This result indicates that students perceived collaborative brainstorming as a collective process in which individual contributions were equally valued. When

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responsibility was shared, students felt encouraged to participate actively without fear of being judged or overlooked. This sense of equality allowed all group members to voice their ideas, leading to a more inclusive and supportive brainstorming environment.

Furthermore, the high score on shared responsibility suggests that students recognized the importance of cooperation in achieving successful brainstorming outcomes. Rather than relying on a single dominant member, students understood that effective idea generation required mutual support and balanced participation. This awareness helped foster a collaborative atmosphere where students were motivated to assist one another and remain engaged throughout the pre-writing activity.

In addition, shared responsibility appeared to strengthen students' commitment to the group task. Students reported feeling accountable not only for their own contributions but also for the overall success of the group. This collective accountability encouraged students to stay focused, contribute relevant ideas, and work collaboratively toward a common goal, reinforcing the effectiveness of collaborative brainstorming as a pre-writing activity.
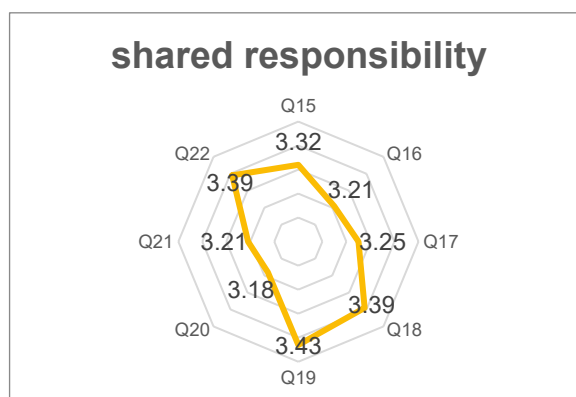

Figure 3

This finding suggests that collaborative brainstorming fostered a sense of collective ownership among students during the pre-writing stage. When students perceived responsibility as being shared equally, they were more likely to participate actively and remain engaged throughout the brainstorming process. Shared responsibility also encouraged students to support one another by offering suggestions, clarifying ideas, and ensuring that all group members were involved. As a result, the brainstorming activity became a cooperative learning experience rather than an individual task, which contributed positively to students' overall writing preparation.

Moreover, the strong sense of shared responsibility may have contributed to a more positive learning atmosphere and improved collaboration skills. Students who feel accountable to their peers tend to develop better communication and teamwork abilities, which are essential for academic and professional contexts. This result supports the notion that collaborative brainstorming not only assists students in generating ideas but also helps them develop social and interpersonal skills. Therefore, the high score on the shared responsibility indicator highlights the value of collaborative brainstorming as an effective pre-writing activity that promotes both cognitive and affective aspects of learning.

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To provide a clearer overview of students' attitudes toward collaborative brainstorming, the questionnaire results were analyzed by calculating the mean scores for each indicator based on Storch's framework. The indicators included shared decision-making, negotiated decision-making, and shared responsibility. The analysis aimed to describe the overall tendency of students' responses and to identify which aspects of collaborative brainstorming were perceived most positively. A summary of the mean scores for each indicator is presented in Table 1.

Table 1
Students' Attitudes toward Collaborative Brainstorming Based on Storch's Framework

Indicator	Mean Score	Category
Shared Decision-Making	3.29	Very Positive
Negotiated Decision-Making	3.30	Very Positive
Shared Responsibility	3.30	Very Positive
Overall Mean	**3.30**	**Very Positive**

The table above presents a summary of students' attitudes toward collaborative brainstorming across the three indicators adapted from Storch's framework. All indicators obtained mean scores above 3.25 on a 4-point Likert scale, indicating that students' attitudes toward collaborative brainstorming were consistently very positive. This suggests that students responded favorably to collaborative activities during the pre-writing stage.

Among the three indicators, negotiated decision-making and shared responsibility obtained the highest mean score of 3.30. This result shows that students perceived discussion, idea negotiation, and shared accountability as the most prominent features of collaborative brainstorming. Students frequently engaged in exchanging opinions, refining ideas, and reaching agreements before writing, which reflects active participation during group brainstorming sessions.

Shared decision-making also achieved a very positive mean score of 3.29, indicating that most students felt involved in determining ideas and directions during brainstorming activities. Students believed that their opinions were valued and considered by group members, which encouraged them to participate actively. This result demonstrates that collaborative brainstorming provided students with opportunities to express ideas freely and contribute meaningfully to group decisions.

The overall mean score of 3.30 further confirms that students held a strong positive attitude toward the implementation of collaborative brainstorming as a pre-writing activity. The consistency of high scores across all indicators indicates that students not only enjoyed collaboration but also perceived it as effective and beneficial in supporting their writing preparation.

In summary, the quantitative results show that collaborative brainstorming was well received by students in terms of decision-making, negotiation, and responsibility sharing (Heriyanto, 2025). These findings indicate that collaborative brainstorming created a positive and supportive learning environment in which students actively participated, cooperated with peers, and felt responsible for group success during the pre-writing process.

5. DISCUSSION

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This study shows most students feel very positive about working together in brainstorming activities where they make decisions and share responsibilities before writing. These results match other studies that found collaborative brainstorming helps students improve writing skills and boosts confidence and motivation.

For example, Abedianpour et al. (2018) found that brainstorming as a pre-writing strategy helped advanced EFL students generate and organize ideas better before writing. Abahussain (2024) also showed that English major students enjoyed group brainstorming because it gave everyone a chance to participate early, making them motivated and confident.

Students in this study said they liked discussing ideas openly and listening to others' opinions, which helped the group create better ideas. This agrees with research by Rashtchi et al. (2015) and Rao (2007), which showed negotiation leads to better decisions by promoting respect and thoughtfulness.

Students also liked sharing responsibility equally during brainstorming. They felt happier and more motivated when everyone contributed. This agrees with findings from Rakasiwi et al. (2020) and Mantra et al. (2023), showing shared responsibility creates a positive group environment that improves writing.

Sharing decisions helps students feel confident because they support each other. Negotiation improves communication skills as students listen, explain, and respond respectfully. Shared responsibility makes students feel accountable for their roles and the final work.

Educators can make brainstorming more effective by encouraging everyone to participate and helping students negotiate ideas respectfully. Overall, collaborative brainstorming helps students improve writing, feel confident and motivated, and build teamwork and communication skills. Teachers should use these techniques regularly to help students succeed.

From a theoretical perspective, the positive attitudes demonstrated by students support Vygotsky's (1978) social constructivist theory, which emphasizes the role of social interaction in cognitive development. Collaborative brainstorming allowed students to operate within their zone of proximal development, where peers provided scaffolding through idea sharing, clarification, and feedback. This interaction helped students construct meaning collectively before moving to individual writing tasks. Therefore, the findings indicate that collaborative brainstorming is not only a practical classroom strategy but also a theoretically grounded approach to enhancing the pre-writing process.

In the context of EFL writing instruction, these findings are particularly important. EFL students often face challenges such as limited vocabulary, fear of making grammatical mistakes, and lack of confidence in expressing ideas. Collaborative brainstorming helps reduce these barriers by creating a supportive environment where students can test ideas without pressure. The positive attitudes found in this study suggest that students felt safer and more confident when ideas were generated collectively, which may lead to greater risk-taking and creativity in writing.

The results also highlight the role of collaborative brainstorming in developing students' soft skills, such as communication, teamwork, and responsibility. These skills are increasingly valued in higher education and future professional settings. When students negotiate ideas and share responsibility, they learn to respect differing opinions, manage disagreements constructively, and work toward common goals. Thus, collaborative brainstorming contributes not only to writing development but also to students' overall academic and interpersonal growth.

Pedagogically, the findings suggest that teachers should carefully structure collaborative brainstorming activities to maximize student participation . Clear

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instructions, defined roles, and supportive teacher guidance can help prevent issues such as unequal participation or dominance by certain group members. Teachers may also need to model respectful negotiation strategies to ensure that discussions remain focused and inclusive. By doing so, educators can create a more balanced and effective collaborative learning environment.

Finally, although the findings indicate strongly positive student attitudes, it is important to recognize that individual preferences and learning styles may still influence how students perceive collaborative brainstorming. Some students may prefer individual planning or require more time to adjust to group work. Therefore, teachers are encouraged to combine collaborative and individual pre-writing activities to accommodate diverse learner needs. Overall, this study reinforces the value of collaborative brainstorming as an effective pre-writing strategy that enhances students' writing performance, motivation, and collaborative skills.

6. CONCLUSION

This study concludes that students hold highly positive attitudes toward the implementation of collaborative brainstorming as a pre-writing activity in essay writing. The findings indicate that collaborative brainstorming supports key aspects of the writing process, including idea generation, organization, and decision-making. Moreover, the activity promotes creativity, motivation, confidence, and teamwork by allowing students to share ideas, negotiate meaning, and take collective responsibility. These positive attitudes suggest that collaborative brainstorming creates a supportive learning environment that helps students feel more engaged and prepared before beginning the writing task.

Based on these findings, it is recommended that educators integrate collaborative brainstorming regularly into writing instruction, particularly during the pre-writing stage. Teachers should design structured and inclusive brainstorming activities to ensure equal participation and meaningful interaction among students. Additionally, future research is encouraged to examine the direct impact of collaborative brainstorming on students' writing performance and to compare its effectiveness with other pre-writing strategies. Further studies conducted in different educational contexts and with diverse learner profiles may also provide deeper insights into how collaborative brainstorming can best support students' writing development.

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