

## Student's attitudes towards the implementation of collaborative brainstorming as a pre-writing activity

Haykal Kaciepi Marcos<sup>1</sup>, Dian Safitri<sup>2</sup>

<sup>1,2</sup> English Language and Literature Department (Universitas Negeri Padang),  
Indonesia

Correspondence Email: haykalkaciepimarcos10@email.com

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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 (neutral), 4 (agree), and 5 (strongly agree). The sample included 28 students who had experienced a collaborative brainstorming activity in their essay writing class. The findings indicate that students generally hold a positive attitude toward the activity. The highest mean score was in the "Negotiated Decision-Making" and "Share Responsibility" indicator (3.30), categorized as very positive. The "Shared Decision-Making" (3.29). Overall, the results suggest that students view collaborative brainstorming activity as a beneficial and effective pre-writing stage.*

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## INTRODUCTION

Writing is one of the most important language skills for students to learn because it helps them express their thoughts, show what they understand, and developed critical and creative thinking. It allows them to organize their ideas, communicate clearly, and reflect on what they have learned. Writing also plays a key role in students' academic and future success. When students can write effectively, they are better prepared to share knowledge, argue ideas, and participate in discussions both in school and beyond (Chettiar et al., 2024). According to Graham et al. (2023), writing not only helps students record their thoughts but also encourages them to think carefully about what they want to say

and how to say it clearly. Writing, therefore, is not only a way of communication but also a process of learning and understanding. Smith et al. (2022) also note that being able to write well opens many doors for students because it helps them succeed in school, in their future jobs, and in any field that requires effective communication.

However, despite its importance, many students find writing to be one of the hardest skills to master. Writing requires more time, concentration, and effort compared to listening, speaking, or reading (Kanlibayefa, 2022). When students write, they must plan, organize, and revise their ideas carefully. One of the biggest challenges that students face is how to organize their thoughts and turn them into clear, logical sentences and paragraphs. Without proper planning, students may start writing without knowing exactly what they want to say, which often leads to confusion or disorganized writing. Alley et al. (2016) explain that organizing ideas is the most essential step in writing because it creates a foundation for everything that follows. Similarly, Thompson and Lee (2021) found that students who skip the planning stage often struggle to maintain focus and coherence in their writing, which makes their work less effective. To address these challenges, teachers often encourage students to use prewriting strategies such as brainstorming, making outlines, or mind mapping (Nguyen, 2023). These techniques help students prepare their thoughts, reduce stress, and make the actual writing process smoother.

One of the most effective prewriting strategies is collaborative brainstorming, which allows students to work together to develop and organize ideas before they start writing. Brainstorming, as first introduced by Osborn (1953), is a method where people freely share ideas without worrying about mistakes or criticism. When brainstorming is done collaboratively, it becomes a group activity where students can talk, listen, and build on each other's ideas. This teamwork helps them generate more creative and varied ideas than they might come up with individually. Storch (2005) explains that group brainstorming is valuable because it allows students to exchange perspectives, give feedback, and expand their thinking. In this process, students do not just collect ideas; they also refine and connect them, which lead to more structured and coherent writing.

Collaborative brainstorming is not only a cognitive activity but also a social and emotional one. Park (2020) stated that it reduces students' anxiety because they feel supported by their peers. When students share ideas in a group, they realize that everyone has different strengths, and they can learn from each other. This shared process makes writing less intimidating and more engaging. Research by Bui et al. (2018) shows that students who brainstorm before writing tend to produce longer, clearer, and more organized essays than those who write without prewriting activities. Similarly, Mercer (2010) found that talking through ideas helps students think more deeply and develop a stronger understanding of the topic. Saito (2012) also discovered that students who brainstorm in groups produce writing that is more detailed, flexible, and fluent than that of students who work alone. These findings show that collaborative brainstorming not only encourages creativity but also helps students organize their ideas more effectively.

Lopres et al. (2023) describe brainstorming as having two key functions: generating ideas and organizing them. The first function helps students think

creatively and explore many possibilities, while the second helps them select and develop the most relevant ideas for their writing. In this way, brainstorming acts as both a creative and analytical process. It allows students to move from free thinking to structured planning, which leads to better-quality writing. In addition, brainstorming supports collaboration among students, helping them practice teamwork, communication, and problem-solving — all of which are essential 21st-century skills.

Even though many studies highlight the advantages of collaborative brainstorming, not all students feel positive about it. Some students enjoy group brainstorming because it helps them clarify and organize their ideas, but others may find it unnecessary or time-consuming (Hashempour et al., 2015). For example, students who prefer working alone may think group discussions slow them down. Al-Zahrani (2015) points out that some students may also misunderstand how to brainstorm effectively. Instead of discussing ideas meaningfully, they might list random thoughts without evaluating or connecting them, which reduces the activity's benefits. These different experiences show that the success of collaborative brainstorming depends on how students perceive and use it.

According to Ajzen's (1991) Theory of Planned Behavior, attitudes play a major role in determining whether people engage in a behavior. If students have a positive attitude toward collaborative brainstorming, they are more likely to take part actively and benefit from it. On the other hand, students who have negative attitudes may resist or participate without real interest, which limits their learning outcomes. Because of this, understanding students' attitudes is crucial. When teachers know how students feel about brainstorming, they can adapt their teaching strategies to make the activity more engaging and effective.

Students' attitudes toward collaborative brainstorming can also be influenced by several factors such as age, gender, and academic level. Eagly et al. (1993) explain that attitude includes three components: beliefs, feelings, and behavioral intentions. In the context of writing, this means what students believe about brainstorming, how they feel about doing it, and whether they are willing to use it in practice. Coffin et al. (2003) suggest that younger students, who are still developing their writing habits, might be more open to teacher-guided brainstorming because they rely more on external support. In contrast, older students, who already have established writing routines, may prefer to plan individually. Gender may also play a role. Paltridge (2017) found that female students often prefer structured planning activities like brainstorming or outlining, while male students may be more comfortable writing spontaneously. In addition, students' academic experience can affect their perception. For example, senior students who need to write complex texts such as research papers or reports may value brainstorming more because it helps them manage large amounts of information. Junior students, on the other hand, might not yet see its importance.

In today's world, writing is more than just an academic requirement. It is also a fundamental skill needed for success in communication, problem-solving, and global collaboration (Deveci, 2019). Students who can write effectively are better prepared to express ideas clearly, participate in knowledge sharing, and adapt to professional demands. As writing tasks in higher education become more

complex, prewriting strategies like brainstorming become increasingly important (Emig, 1977). Brainstorming helps students deal with complex topics by breaking them into smaller, manageable parts. It also encourages teamwork, which aligns with modern education goals that emphasize collaboration and critical thinking.

Despite the proven benefits of brainstorming, there is still limited information about how students actually perceive it. Most previous research has focused on experimental studies that measure how brainstorming affects writing performance (Weinberger et al., 2020). However, fewer studies have explored how students feel about using this strategy, especially in essay writing classes. Understanding students' attitudes is just as important as measuring performance because attitudes strongly influence motivation and participation. If students enjoy brainstorming and believe it helps them, they are more likely to use it regularly. But if they view it as a waste of time, they may avoid it, even if it could improve their writing.

Vijayavalsalan (2016) explains that many students face difficulties in generating and organizing ideas before writing essays. Collaborative brainstorming was designed to solve these problems by promoting group interaction and idea sharing. However, Kaweera et al. (2019) found that some students find group work uncomfortable or distracting, which can lower their motivation. This shows that students' feelings and preferences have a strong influence on how effective brainstorming can be. Teachers need to understand these different opinions to create activities that meet students' needs and encourage participation.

In addition, collecting descriptive quantitative data about students' attitudes can help provide a clearer picture of how they view collaborative brainstorming. Using a close-ended questionnaire is one of the best ways to measure attitudes because it provides structured and reliable data. It can reveal general trends, such as whether most students view brainstorming positively or negatively, and help identify specific areas that need improvement. This kind of data can also support teachers and curriculum designers in making informed decisions about how to integrate brainstorming into writing lessons more effectively.

Based on these considerations, this research aims to describe students' attitudes toward the implementation of collaborative brainstorming as a pre-writing activity in essay writing classes at Universitas Negeri Padang. By focusing on students' attitudes rather than just their writing results, this study aims to understand how students perceive the usefulness, effectiveness, and relevance of collaborative brainstorming in their learning process. Understanding these attitudes is essential for improving writing instruction and helping students develop better writing habits.

The findings of this study are expected to be useful for several reasons. First, they will help teachers understand how students respond to collaborative brainstorming so that they can adjust their teaching methods. For example, if students find brainstorming boring or confusing, teachers can modify the activity to make it more interactive. Second, students themselves may benefit from realizing the value of brainstorming as a tool to generate and organize ideas more effectively.

Third, the results can contribute to educational research by providing descriptive data about students' perceptions, which are often missing in previous studies.

In short, writing is a key skill that requires careful planning, and collaborative brainstorming is a powerful prewriting strategy that helps students prepare to write more effectively. However, the success of this strategy depends largely on students' attitudes toward it. 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.

## **METHOD**

This study employed a descriptive quantitative design to assess students' attitudes toward the implementation of collaborative brainstorming as a pre-writing activity. Quantitative research emphasizes the collection and analysis of numerical data (Creswell, 2012), while descriptive research focuses on portraying characteristics of a group as they naturally occur (Kothari, 2004). This approach was chosen to identify patterns and levels of students' perceptions that can guide writing instruction (Berliner, 2002).

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

Data were collected through a construct questionnaire based on Storch (2013), consisting of 22 closed-ended statements divided into three indicators: (1) Shared Decision-Making, (2) Negotiated Decision-Making, and (3) Shared Responsibility. Responses were rated on a four-point Likert scale: 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire was validated by an expert from the English Department, ensuring content and construct validity. Reliability was tested using Cronbach's Alpha, yielding a coefficient of 0.950, indicating high internal consistency.

The questionnaire was distributed via Google Forms for accessibility and efficient data collection. The responses were analyzed using descriptive statistics, focusing on mean scores to determine attitude levels. The interpretation used Husnuzhan's (2024) interval classification: 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 systematically measure and describe students' attitude of collaborative brainstorming, highlighting how shared and negotiated decision-making and collective responsibility contribute to more effective pre-writing processes

## RESULTS AND DISCUSSION

### Data Description

A questionnaire was administered to gather information from 28 students in the Essay Writing class who had participated in collaborative brainstorming activities. The data were collected using a four-point Likert scale questionnaire, which consisted of 22 statements: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree), which were divided into three indicators: shared decision-making, negotiated decision-making, and shared responsibility. Statements 1-7 were about students' attitudes toward the implementation of collaborative brainstorming, which involves shared decision-making for the production of a single text.; statements 8-14 students' attitudes toward the implementation of collaborative brainstorming, which involves negotiated decision-making for the production of a single text.; statements 15-22 were about students' attitudes toward the implementation of collaborative brainstorming, which involves shared responsibility for the production of a single text.

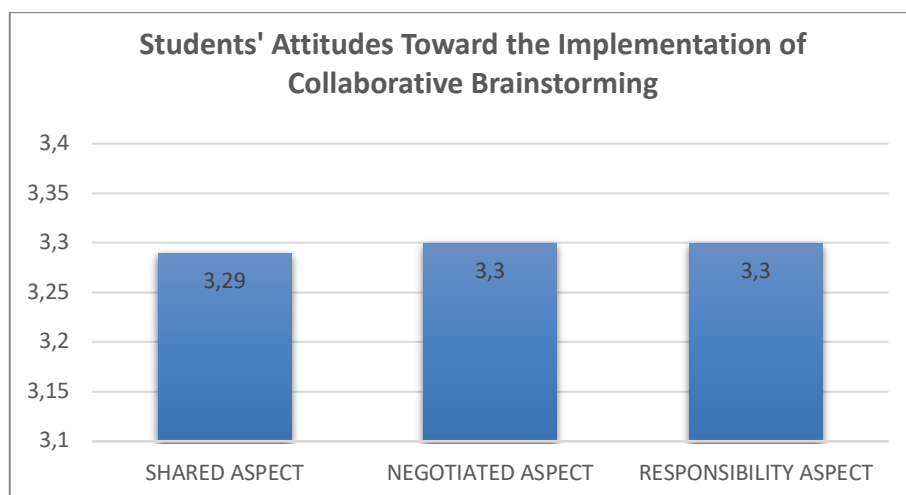


Figure 1 Students' Attitudes on Collaborative Brainstorming

From the chart above, these four aspects, namely, the shared aspect, negotiated aspect, and the responsibility aspect, have positive perceptions from Essay Writing students. The highest score of students' attitudes is on the negotiated decision-making and responsibility aspect, with 3, 3 means.

### Data Analysis and Findings

Table 1 Students' attitudes toward the implementation of collaborative brainstorming, which involves shared decision-making for the production of a single text.

NO	STATEMENT	LEVEL OF PERCEPTION				SCORE	MEAN	CATE GORY
		1	2	3	4			
1	I feel that shared decision-making during collaborative brainstorming activities helps	0	1	17	10	93	3,32	VP

	us to create better ideas for text production.							
2	I feel more confident when decisions for text production are collected together during collaborative brainstorming activities.	0	1	16	11	94	3,36	VP
3	I like how collaborative brainstorming activities allow everyone to participate in decision-making before producing a text.	0	1	16	11	94	3,36	VP
4	I think that sharing decisions during collaborative brainstorming activities makes the process more engaging and effective for text production.	1	2	17	8	88	3,14	P
5	I feel that my opinions are respected before my group decides on ideas for a text during collaborative brainstorming activities.	0	4	15	9	89	3,18	P
6	I believe that sharing decisions together during collaborative brainstorming activities strengthens group cooperation for the production of a text.	1	1	14	12	93	3,32	VP
7	I like seeing how shared decisions during collaborative brainstorming activities lead to stronger ideas for text production.	1	0	16	11	93	3,32	VP
<b>MEAN TOTAL</b>							<b>3,29</b>	<b>VP</b>

The results indicate that students show a very positive attitude toward shared decision-making during collaborative brainstorming, with an overall mean score of 3.29. Most students agreed or strongly agreed that working together helps them create better ideas for text production, as shown by the statement with a mean of 3.32. They believe collaboration during the pre-writing stage leads to more creative and higher-quality ideas. The highest mean score of 3.36 appeared in the statement about feeling more confident when decisions are made together, suggesting that shared decision-making helps students feel supported and build trust within the group.

Students also appreciated having the opportunity to participate actively in group decisions. The statement “I like how collaborative brainstorming allows everyone to participate in decision-making before producing a text” scored 3.36, showing that inclusiveness increases their sense of involvement and motivation. Similarly, the statement “Sharing decisions makes the process more engaging and effective” received a mean score of 3.14, meaning that even though enthusiasm varied slightly, students still found the process interesting and useful in developing ideas collaboratively.

Overall, students felt their opinions were respected and valued, as reflected in the mean score of 3.18 for that statement. They also believed that shared decision-making enhances cooperation and teamwork, with both related statements scoring 3.32. These findings suggest that students view collaborative brainstorming as a valuable activity that improves confidence, respect, teamwork, and creativity. In general, most students selected “agree” or “strongly agree” for all items, indicating a consistently very positive attitude toward shared decision-making as part of the collaborative brainstorming process.

Table 2 *Students’ attitudes toward the implementation of collaborative brainstorming, which involves negotiated decision-making for the production of a single text.*

NO	STATEMENT	LEVEL OF ATTITUDE				SCORE	MEAN	CATE GORY
		1	2	3	4			
8	I enjoy discussing different viewpoints with my group before reaching a decision during collaborative brainstorming activities for the production of a text.	1	0	17	10	92	3,29	VP
9	I believe that negotiating ideas for a text while doing collaborative brainstorming activities helps our group make better decisions.	1	1	11	15	96	3,43	VP
10	I like it when all members share reasons for their opinions during collaborative brainstorming activities before producing a text.	1	1	15	11	92	3,29	VP
11	I think that negotiating decisions during collaborative brainstorming activities allows us to combine the best parts of everyone’s ideas for a text.	1	0	15	12	94	3,36	VP

12	I think that negotiating decisions teaches me to listen carefully and respond thoughtfully to others' ideas before producing a text.	0	1	16	11	94	3,36	VP
13	I feel more involved when I can explain and adjust my opinion before the group decides on the ideas for a text.	0	3	18	7	88	3,14	P
14	I think that decisions made through negotiation are usually stronger and more creative for the production of a text.	0	3	16	9	90	3,21	P
<b>MEAN TOTAL</b>							<b>3,30</b>	<b>VP</b>

The results show that students have a very positive attitude toward negotiated decision-making during collaborative brainstorming, with an overall mean score of 3.30. Most students agreed or strongly agreed that discussing different viewpoints before deciding helps them understand various perspectives and reach fairer conclusions. The highest mean score, 3.43, came from the statement that negotiating ideas helps the group make better decisions. This means students believe that talking and negotiating ideas leads to smarter and more effective writing decisions.

Students also liked the exchange of opinions within the group. The statement “I like it when all members share reasons for their opinions” got a mean of 3.29, showing that students appreciate when everyone explains their ideas because it builds respect and understanding. They also agreed that negotiation allows them to combine the best parts of everyone’s ideas (mean = 3.36), showing that they see negotiation as a way to create stronger and more creative results. Another statement with the same mean score (3.36) showed that negotiation helps students learn to listen carefully and respond politely to others’ ideas, which improves communication and teamwork.

Although slightly lower, the statements “I feel more involved when I can explain and adjust my opinion” (mean = 3.14) and “Decisions made through negotiation are stronger and more creative” (mean = 3.21) were still rated positively. This shows that students like being able to share and adjust their opinions, even if their level of excitement is a bit lower in these areas. Overall, most students selected “agree” or “strongly agree,” meaning they have a very positive view of negotiated decision-making. They believe that through negotiation, they can listen better, combine ideas effectively, and produce more creative and higher-quality writing together.

Table 3 *Students' attitudes toward the implementation of collaborative brainstorming, which involves shared responsibility for the production of a single text.*

NO	STATEMENT	LEVEL OF ATTITUDE				SCORE	MEAN	CATE GORY
		1	2	3	4			
15	I feel more motivated when everyone takes an active role during collaborative brainstorming activities for the production of a text.	0	2	15	11	93	3,32	VP
16	I believe that all members should share equal responsibility during collaborative brainstorming activities for text production	0	4	14	10	90	3,21	P
17	I like how collaborative brainstorming activities encourage all members to take part in building ideas for a text.	0	2	17	9	91	3,25	P
18	I think shared responsibility during collaborative brainstorming activities makes the process more meaningful before producing a text.	0	1	15	12	95	3,39	VP
19	I feel happy when each member shows effort and commitment during collaborative brainstorming activities for the production of a text.	0	2	12	14	96	3,43	VP
20	I feel more confident about our text ideas when everyone shares equal responsibility during collaborative brainstorming activities.	0	2	19	7	89	3,18	P
21	I think participating in collaborative brainstorming activities helps me become more responsible in group work for producing a text.	0	3	16	9	90	3,21	P

22	I feel satisfied when every member contributes equally during collaborative brainstorming activities for the production of a text.	1	1	12	14	95	3,39	VP
<b>MEAN TOTAL</b>							<b>3,30</b>	<b>VP</b>

The results show that students have a very positive attitude toward shared responsibility during collaborative brainstorming, with an overall mean score of 3.30 (Very Positive). Most students agreed or strongly agreed that they feel more motivated when everyone takes an active role in the brainstorming process (mean = 3.32). This shows that students feel more encouraged and enthusiastic when all group members participate equally. They also agreed that all members should share equal responsibility during the activity (mean = 3.21), which means students understand the importance of fairness and teamwork, even though achieving perfect balance in group work can sometimes be difficult. Similarly, they appreciated that collaborative brainstorming encourages everyone to join in building ideas before writing (mean = 3.25), which helps make the activity more engaging and inclusive for all students.

Students also felt that shared responsibility makes the brainstorming process more meaningful, with a high mean score of 3.39 (Very positive). This suggests that they believe sharing responsibility not only strengthens teamwork but also gives more value and purpose to their writing process. The highest mean score, 3.43 (Very Positive), came from the statement about feeling happy when each member shows effort and commitment. Most students expressed that seeing others work hard motivates them to contribute more, creating a positive and supportive atmosphere. These findings highlight that students find satisfaction and encouragement when everyone contributes equally during group work, which improves both motivation and productivity.

Although some responses had slightly lower means, such as feeling more confident when responsibility is shared (mean = 3.18) and becoming more responsible through participation (mean = 3.21), students still showed a clearly positive attitude. These results suggest that collaborative brainstorming helps them develop accountability, confidence, and cooperation. The final statement, about feeling satisfied when every member contributes equally (mean = 3.39), reinforces the idea that fairness and equal participation create a strong sense of fulfillment among students. Overall, the findings demonstrate that students highly value shared responsibility because it builds motivation, strengthens teamwork, and leads to better, more effective text production.

### ***Discussion***

This study shows that most students have very positive feelings about working together in brainstorming activities where they make decisions and share responsibilities before writing their texts. These results agree with past studies, which also found that collaborative brainstorming helps students improve their writing skills while boosting their confidence and motivation.

For example, Abedianpour et al. (2018) found that brainstorming, used as a pre-writing strategy, helped advanced EFL students become better writers. Students in that study felt brainstorming helped them generate more ideas and organize them more easily before writing. This supports the idea that shared decision-making in brainstorming encourages creativity and supports idea development. Abahussain (2024) also showed that many English major students enjoyed group brainstorming because it gave everyone a chance to participate early in the writing process. Feeling involved from the start helped students feel motivated and confident about writing, which is similar to what this study found about students liking inclusive participation and feeling respected.

When it comes to negotiating ideas and decisions within the group, students in this study said they enjoyed listening to other people's opinions and discussing different points of view openly. This interaction helped the group come up with better, more creative ideas together. Research by Rashtchi et al. (2015) and Rao (2007) supports this, showing that negotiation promotes careful thinking and respect for others' ideas, which leads to stronger and more balanced decisions. Students also expressed that they liked sharing responsibility equally during brainstorming. They said they felt happier and more motivated when everyone in the group contributed and worked hard together. This aligns with findings from Rakasiwi et al. (2020) and Mantra et al. (2023), who reported that sharing responsibility builds a positive group atmosphere that encourages active participation and improves writing outcomes.

One important part of shared decision-making is that it helps students gain confidence. When decisions are made together, students feel supported by each other, which makes them more willing to share their ideas and contribute to the group's success. This sense of support makes the writing process less stressful and more enjoyable.

Negotiated decision-making also helps develop communication skills. As students listen to vary opinions and debate ideas, they learn how to express their thoughts clearly and respond respectfully. These skills are important not only for writing but also for working in teams and future academic or professional tasks.

Shared responsibility encourages students to take ownership of their roles within the group. When all members contribute equally, students feel more responsible for the final product. This fosters accountability and helps develop essential teamwork skills such as cooperation, commitment, and equitable participation. Teachers can use these findings to design brainstorming activities that promote shared responsibility. Clear guidelines encouraging all students to participate and ways to help them negotiate ideas respectfully can make the activity more effective for generating better writing ideas and stronger collaboration.

It shows that collaborative brainstorming with shared decision-making, negotiation, and shared responsibility benefits students by improving their writing skills and their attitudes toward writing. It makes students more confident, motivated, and involved, and also helps them build important skills for teamwork and communication. Therefore, teachers are encouraged to use these collaborative techniques regularly to enhance students' writing experience and success.

## CONCLUSION

Based on the findings of this study, it can be concluded that students show a very positive attitude toward the implementation of collaborative brainstorming as a pre-writing activity. The results indicate that students view collaborative brainstorming as a helpful, enjoyable, and effective way to generate ideas before writing. They believe that working together allows them to share, negotiate, and combine ideas more creatively and meaningfully. In general, students' attitudes toward collaborative brainstorming are very positive. Students believe that collaborative brainstorming helps improve the quality of ideas for text production. They understand that when decisions are made and negotiated together, the group can create stronger and more creative writing ideas. This belief shows that students recognize the value of teamwork and cooperation in the writing process.

Specifically, the results for each component also support these conclusions. In shared decision-making (overall mean = 3.29), students believe that deciding together helps create better ideas and builds trust within the group. In negotiated decision-making (overall mean = 3.30), students enjoy discussing and combining different viewpoints, which leads to stronger and more creative text outcomes. In shared responsibility (overall mean = 3.30), students feel more motivated and confident when every member takes an active role and contributes equally.

Overall, the findings show that students have a very positive attitude toward collaborative brainstorming in all aspects. They believe that through sharing decisions, negotiating ideas, and taking responsibility together, they can produce better and more creative ideas for writing. Therefore, it can be concluded that collaborative brainstorming is an effective and meaningful pre-writing activity.

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