

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two discussions. The first one is the review of related theories and studies. Meanwhile, the second one is the theoretical framework in which the theories used in this study are presented. Briefly, these two discussions become the substances to help the writer in analyzing the findings and answering the problems of the study.

A. REVIEW OF RELATED THEORIES AND STUDIES

The writer found a lot of literatures related with the topic of the study here. The literatures, hence, talk about the nature of writing, writing problems and resolution that attached with writing process.

1. The Nature of Writing

Rivers (1968:242) states that writing in its simplest form is the act of putting down in conventional graphic form something that has been spoken. Writing becomes a more complicated process when it involves ideas, combination of words that might be spoken in specific circumstances (that is, which convey certain elements of meaning).



From the statements above, we can say that writing is another form of expressing human's thought besides speaking activity. The writing also has certain audiences and purposes in such circumstances to transfer its ideas.

In all teaching and learning aspects, writing cannot be left especially if we concern in language learning. As stated above, writing is an activity of expression as well as speaking. However, unlike speaking that can be acquired automatically by imitating, writing even in mother tongue needs to be learned with efforts, such as in class with a teacher.

Heffernan and Lincoln (1990:3) state that writing is a means of communication human must consciously learn. Furthermore, Johnson and Myklebust (1967:1) say that writing has been conceived of as the final pathway in the acquisition of human language.

It can be assumed that writing is learned after the other stages of language abilities, such as, speaking and reading. The roles of writing itself are very broad onto the students of language learning.

Raimes (1983:3) states that writing helps foreign language students to learn. Writing reinforces the grammatical structures, idioms, and vocabulary that the students have learned. When the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take a risk. After all, when they write, they necessarily become involved with the new language; the effort to express ideas and constant use of eye, hand, and brain as a unique way to reinforce learning.

2. The Writing Problems

Even though writing is an essential thing in language learning, it is still considered difficult for most students, both in the mother tongue and in a foreign language. There are such reasons behind this fact.

According to Byrne (1991:4-5), there are three problems found in writing activity. The first is psychological problems that regard writing as an essentially solitary activity and the fact that students are required to write on their own, without the possibility of interaction or the benefit of feedback. The second is linguistic problems that require students to keep the channel of communication open through their own efforts and to ensure, both through their choice of sentence structure and by the way their sentences are linked together and sequenced, that the text they produce can be interpreted on its own. The last is cognitive problems that show writing is learned through a process of instruction. Students have to master the written form of language and to learn certain structures that are important for effective communication in writing. Students also have to learn how to organize their ideas in such a way that the reader who is not present and known can understand these ideas.

It can be concluded then that the problems in writing arise from the demand of writing result. The students feel that they must be able to produce a perfect output of writing without any help from outsider who actually can give such comments or opinion to construct a better result.

3. Related Studies on Brainstorming in Prewriting

According to De Porter and Hernacki (1992:178), brainstorming is a way to write with confidence. This is stated in their book: *Quantum Learning*, which was compiled after an event called *Super Camp*, a summer camp held by their organization in USA. They say that brainstorming can be done in an activity before writing that is useful to break the *writer's block* in producing ideas. They recommend clustering and fast writing (free writing) to do that and found that the students in Super Camp got motivation and success in writing with these ways than before. They state that the use of the right brain function to emerge new ideas, passion and emotion has contributed to this advance.

In line with them, the writer put the statement of Heffernan and Lincoln (1990:13) here. They say that psychologists define left-brain as verbal, analytical, logical, and systematic, taking things one-step at a time. At the same time, right brain is visual, synthesizing, imaginative, and intuitive, making one big picture from many details. Hence, it can be assumed that writing should use both hemispheres' functions.

Brainstorming as a prewriting technique had also been discussed as a topic by Linggarjati (1998) in her thesis with the title: *The Use of Brainstorming in Prewriting Process to Compose A Description*. Through library research, she found that brainstorming can be done individually and in-group. Her main point is the application of the technique in those

circumstances by using the theory of Eggers (1990) that considers brainstorming as a listing activity only. To compose a description, the brainstorming form contained such lists of sensory details of the objects.

B. THEORETICAL FRAMEWORK

Since the topic of this study is the students' attitude towards the brainstorming technique as a prewriting activity to write an essay, the theoretical framework then discusses the theories which are presented from the explanation of essay, prewriting, brainstorming techniques, and attitude. Here is the presentation:

1. Essay

Essay is one of the most common writing in academic field. According to Gehle (1983:1), it is a nonfiction composition in which a person interprets a topic, offering his view of it. While Oshima and Hogue (1997:6), by whom the Writing III Class make their book as handbook, considered an essay as a piece of writing that has more than one paragraphs. They divided an essay into three parts: a beginning, a middle, and an end. The beginning is called the introduction, the middle is called the body, and the end is called the conclusion.

Goldman and Hirsch (1986:11) also say that the proper subject matter for an essay is fact rather than fiction. Readers expect essays to be based on objective information that can be confirmed. Furthermore, they stated that an essay must appear to cover its topic fully. Even though most people seem to

think that essays vary in length from two hundred and fifty to thousand words, Goldman and Hirsch said that, the key to appearance is organization. A strong organization will show the audiences how all the points are connected.

Essay itself is categorized into several kinds. Here the categorization of Fowler in his Little, Brown Handbook (1980:2-3):

- **Argumentative essay:** states an opinion and defend it logically with supporting ideas and evidence.
- **Narrative essay:** relates a sequence of events whether factual or not
- **Descriptive essay:** evokes a scene, person, object, emotion, or event, usually by drawing in words that are concrete, that appeal to the senses.
- **Expository essay:** explains and exposes information, they may use aspects of argumentation, narration, and description. It is the expository form that used most often in college writing.

From the statements above we know that essay is an organized writing which come from one idea as the topic of factual things to the unlimited spread out sub ideas that support the topic. An outline is a way to organize the essay. One kind of essay which is considered as the most often practiced in college as an academic writing is expository essay. It can contain the other types of writing such as argumentative, narrative and descriptive ones.

2.Prewriting Process

Prewriting is an activity that is done before a writer writes. It is used to explore and pull out the ideas from mind to be composed in writing.

Gere (1988:17) calls it the very earliest stage of writing. He states that the prewriting process of writing uses writing as a means of exploring a subject, of discovering various approaches, of seeing things in a new way, and of finding contradictions. It means that he considered prewriting enables a writer to find any ideas about a subject in such ways of thinking and viewing.

Another opinion is stated by Goldman and Hirsch (1986:36). They say that prewriting is a stage to search for the various possible meanings a topic might suggest. They also say that there are many different ways of doing this, but generally fall into two categories: unstructured and structured prewriting. One of the examples of unstructured prewriting is brainstorming, that then is being a topic of this study, and free writing. The example of structured prewriting, according to Goldman and Hirsch, is item analysis, which uses Wh- and H- questions.

The last experts' statement mentioned here is of Calderonello and Edwards (1986:6-8). They divide prewriting into two stages: inventing and planning. Inventing is the activity that involves the writer in discovering and generating what he wants to say. It can be done at any time, even during *drafting* (the activity they suggest to do after prewriting). Some examples of inventing, include brainstorming, are reading, talking, thinking, doodling,

going over notes, and a set of questions to examine. Meanwhile, planning is the activity by which a writer tries to determine how to say what he wants to say. The example of planning is like the structured prewriting above that is answering Wh- and H- questions.

All in all, we see that the statements above agree that prewriting is a stage before starting to write in real. It is the time when a writer makes such ideas exploration around a subject or topic. Prewriting can be done in various ways, in which each expert has different terms with others but the same meanings. Hence, brainstorming is included in both unstructured and inventing prewriting.

3. Brainstorming

Brainstorming is one of prewriting methods to help a writer in idea discovery. According to Goldman and Hirsch (1986:39), it is a term in which a lot of intellectual thunder and lightning are produced. More specifically, Eggers (1990:6) defines it as spilling all the facts, ideas, examples, and feelings on a particular subject. Furthermore, Fawcett and Sandberg (1986:14) consider that in brainstorming activity, trying to stick to the topic is important, but not with worrying about grammar or perfect structure. Here, we can say that brainstorming activity enables a writer to find any thing to write from his own thought, in concern on a certain thing without being critical on any grammars or structures.

As mentioned before, there are two kinds of brainstorming in practice: individual and group, which the writer of the study found in library sources. Cited from Linggarjati (1998:30), Fawcett and Sandberg (1984:16) say that individual brainstorming may take just a few minutes but it is one of the most important parts of the writing process. McCrimmon (1984:39) also states that in individual brainstorming, each student generates his/her own ideas by letting his/her mind wander from one to another. The other one is group brainstorming. According to Gould et. Al. (1989:108), it is a form of free association similar to free writing and as a problem-solving strategy used by groups of people. William and Blake (1992:11) state that brainstorming in a group discussion becomes a springboard of ideas, as one person's ideas prompt another person's ideas and so on, thus it can work well in the classroom. After all, we can say that either individual or group brainstorming is effective depends on the circumstances there.

a. Forms of Brainstorming

Brainstorming itself can be expressed through any techniques or ways. Some opinions stated below have different forms of expression, but still in the same purpose, that is to produce ideas to construct on a composition.

Goldman and Hirsch (1986:39) states that brainstorming can be done by writing down everything that comes into our mind in whatever form seems most efficient. It may make either list of words, compose notes and diagrams,

or even write out full sentences if they strike to be interesting. The main attention is to keep producing thunder and lightning regardless of how chaotic it looks on the page.

Meanwhile, Eggers (1990:6) states that brainstorming is jotting down everything in the form of a big lists. To make lists is conditioning the mind for writing by improving the ability to explore a subject. The list, then, can be a jumble of words, phrases, and statements. In line with him, Meyers (1992:10) points out that brainstorming is making a random list, putting down whatever comes to mind about the subjects, and later choosing what to include or leave out.

Another method recommended by Professor Gabriele Rico in his book *Writing the Natural Way* (White, 1986:35) to do brainstorming is by clustering. Even though there are some opinions saying clustering differs from brainstorming, the function of clustering is also to find or produce ideas to write.

The other method in brainstorming is known as free writing or fast writing. The term of fast writing is actually suggested by De Porter and Hernacki in their book *Quantum Learning* (1992:179), in which they also suggest the clustering way in brainstorming. In its form and method, then, fast writing mostly called free writing. According to Calderonello and Edwards (1986:26), free writing is similar with brainstorming since it serves the effectiveness that lies in the quick, free jotting down any words, phrases, or

fully formed sentences that uncovers potentially useful content. Due to that, Reid (1990:33) puts free writing and brainstorming together into the same part. He says that in free writing or brainstorming, a writer writes everything that comes into their mind without stopping. A writer allows the “storm” in their brains to flow onto the paper without worrying about organization or grammar, typically in five or ten minutes).

From the statements above, it can be assumed that all the methods of brainstorming have the same function. Hence, the students can choose any method they feel comfortable with. The point is, once again, they should be sure that they could express their ideas freely as well.

b. The Advantages of Brainstorming

Furthermore, brainstorming is also used by students to generate ideas, bits of text before they set out to write and continue to use it while writing (Oluwadiya, 1992: 13). Thus, brainstorming is a versatile thinking tool that can be used at any stage of writing process.

Ford and Ford (1992: 58) point out other advantages of brainstorming. Brainstorming will bring up new ideas and association. This view is supported by Warnock (1989: 122) who says that brainstorming lets students discover ideas without bring critical of item. Fawcett and Sandberg (1984: 14) also share the same opinion with Warnock since they consider brainstorming may pull out the student’s ideas about the topic they do not even know they have.

Like what has been stated by Goldman and Hirsch (1986:39), brainstorming bears such code words that function as the first cracks of lightning in a storm, which illuminate the landscape and start the downpour.

In addition to the advantages mentioned above, Ford and Ford (1992: 58) also point out that because the ideas in brainstorming list appear in a brief, concentrated form, brainstorming can help students see relationship between ideas that previously seemed isolated or unconnected. The related ideas and details can help students; brainstorming can lead them into formulating a rough outline for their essay that can serve as a guide when they draft their paper.

4. Attitude

The definition of attitude stated by Thurstone in Edwards (1957:2) is the degree of positive or negative affect associated with some psychological object. He mentions psychological object here to any symbol, phrase, slogan, person, institution, ideal, or idea that people can differ with respect to positive or negative affect.

He also says that in the literature of psychology, the terms *affect* and *feeling* are used interchangeably. It means that an individual who has associated positive affect or feeling with some psychological object is said to *like* that object or to have a *favorable* attitude toward the object. An individual who has associated negative affect with the same psychological object would

be said to *dislike* that object or to have an *unfavorable* attitude toward the object.

Meanwhile, Katz and Stotland in Loree (1965:424) define attitude as an individual's tendency or predisposition to evaluate an object or the symbol of that object in a certain way. It means that a person tend to make a previous evaluation to an object with such basic knowledge.

Here, it can be assumed that attitude is what a person feels, thinks, and evaluates about an object. It is a result of human's knowledge in mind to judge things he meets.

a. Attitude In Education

Attitude in education is included in psychology of education. One important statement is derived from Morse and Wingo (1970:270-274). They state that a great deal of the school's work is directly related to the effort of developing attitudes and values. Attitudes are emotionally toned ideas directed toward or against something. Values are the attitudes hold by an individual or a society with respect to worth or desirability.

Furthermore, Kundu (1980:144) states that there are a number of needs and motives that underlie the feelings, thinking and overt behavior of humans. These needs urge and drive the basis of personal adjustment and force humans to learn and work. They are mutually dependent on each other and have cause and effect relationship.

b. The Approaches Of Attitude Researches

There are several approaches in studying attitude compiled by Edwards (1957:9-13) the writer presents here.

The first approach is direct questions. In direct questions, the individuals as the respondents are classified into three groups: those with favorable attitudes, those with unfavorable attitudes, and those who are doubtful or undecided about their attitudes toward the object. Direct question approach meets the respondents face to face as interviewing.

The second approach behavioral observation approach. Yet, despite the method of direct questioning, verbal behavior, under many circumstances, would provide a better and more accurate indication of the attitudes of individuals, than of non-verbal behavior.

The last approach is using attitude scale of statements. Statements here are the items making up attitude scales that are called semantic differential scales. It means that the approach is obtaining an assessment of the degree of affect that individuals have. Usually, this approach is done by distributing the scale in questionnaire sheets either directly or indirectly to the respondents.

All in all, it seems today that the most effective approach and often used by attitude researchers is attitude scale. Due to the reasons, the writer preferred to use the last approach, attitude scale, to study the students' attitudes toward the use of brainstorming technique in prewriting activity of writing essay.

CHAPTER III

METHODOLOGY