

CHAPTER I

INTRODUCTION

A. Background of the Problem

Human being is the most perfect creature with their ability in solving problems. Such ability distinguishes them from other creatures. Similarly, they are able to conquer the wild nature, build a great civilization and create many inventions in science. The power lies to the brain where the main power is the source of one's thoughts and feelings.

It is said that the capability of human beings' thinking develop into higher level over and over; or, in the other word, we get smarter and more potential. Gordon Dryden and Jeanette Vos (2002:117) remark that most of scientists (evolutionist) believe that human being is the final result of the last four billions years of the evolution process. We now believe that every body has intelligent spots in our brain; nevertheless, there are only a few that develop the smallest part of the real capacity.

Mackey (1974:126) states that neurologists claim that the individual normally exploits a very small function of his brain capacity. Only a small number of 10.000 millions nerve cells in our central nervous system is ever put to use. Our brain is not trained to develop into higher level of our intelligence yet; moreover, it controls the rest of our activities. We can by all means use the two

part of our brain to solve many problems. The left and the right brain, each of them, have its specific function.

The brain is generally divided into two main parts. Those are the left hemisphere and the right hemisphere. The left brain, as Gordon Dryden and Jeanette Vos (2002:125) remark, plays a role in processing logic, words, math, and sequences—which is called academic learning; whereas, the right brain is concerned to rhythm, rhymes, music, pictures and imagination—which is called creative activities. So, it is clear that each part has its own characteristics. For that reason, someone who is dominant in their left hemisphere is inclined to be clever at academic subject such as Mathematics, Physics, Biology, and so on; in contrast, someone who is dominant in their right hemisphere is likely to have a high creativity and abroad point of view such as in music and art.

In general life, such as education, business, sciences, solving problems and so forth, we prefer to use the left brain than the right one. It is understandable because, as Bobby De Potter and Mike Hernacki (1999:38) say, most of communications are written or take verbal forms in which both of them are specification of the left brain. On the other hand, the creativity of the right brain is ignored.

In learning, we cannot use only one side of our brain. Yet, we have to comprehend learning process as a whole activity. It is because everything inside our mind is complicated. It is not only logic, systemic, and analytic, but also

imaginative, holistic, abstract, intuitive and creative. Mackey (1974: 129) states it is well known that the laws of logic are not the laws of thought.

It cannot be denied of course that the right brain is not optimized yet in every kind of activities; whereas, most of successful people use it to support their creativity. It is because the characteristics of the right brain are random, irregular, holistic, and intuitive where some brilliant ideas come easily. It feels like an intuition in which it is true but unexplainable. Finally, it is depend on how we can organize the idea and pour it down into creativity.

Ideas have their own characteristics. George E. Wishon and Julia M. Burks (1980:314) state that ideas are abstract, that is, they cannot be seen and touched. It is true that ideas cannot be received by our five senses. In the other word, it is needed a device to make it concrete. As Elbow (1973) said that it is difficult to manage over than one idea in mind entirely. When we write our idea, everything invisible and abstract is to be clear and concrete. For that reason, the organization of ideas is required.

Accordingly, writing, as a general activity of human's creativity, requires a process. The process makes writing more systematic. In addition, it is a continuous process in which it moves from a rough or messy draft into a better one.

Nevertheless, writing process occasionally finds some difficulties. Most people say that getting started is the most frustrating phase. Here, the activity includes acquiring, organizing and developing ideas. In a case, we sometimes do

not know what we are going to write at all. This problem is commonly found in the rest of students. Indeed, the first drafts are difficult. There are so many questions and ideas that are passing through a writer's head that he cannot write them down fast enough. Sometimes he gets confused and lost in his own ideas.

Again, Rafenel Boykin Curry (1986) commented:

"Having a good idea is a lot easier than establishing it in an essay. The hardest part is pulling your emotions and impressions together well enough to get the first sentence.

...The most horrible experience has got to be sitting at a desk with forty three ideas swimming and colliding in your mind while the pieces of paper sit there, that white sheet just staring back at you."

It is necessary to build a new paradigm of writing for it is not only emphasized on amount of grammatical rules intertwined into sentences. It impedes the flow of ideas naturally. It is often found in traditional method of teaching where the students are emphasized on right or wrong grammatical rules taught. Bobby De Potter and Mike Hernacki (1999: 150) state that what we have is a big set of uninterrelated words in our mind; yet, they go out word by word, connecting to logic, arranged by grammar and result from understandable meaning. Such a linear communication restricts our ideas.

B. Formulation of the Problem

Concerned to the delineation mention above, it is clear that the students are generally encountered to the same problem in writing. Developing ideas become the most important thing in pre-writing activity, before the students

develop those ideas into larger unit. In getting started, the students must have been known with an appropriate way to get the hindrance of writing away. Hence, exploiting mind and knowing how our brain works is to be important in order that they can write easily at first.

For this reason, the formulation of the problem is divided into two main parts, that is:

1. Identification of the problem

a. The research field

The research field of this thesis is *Psycholinguistics*

b. ^{Kinds} Technique of the research

In this thesis, the writer intends to use the library research. For this purpose, the research is accomplished by making thorough study with respect to the problem area.

2. Limitation of the problem

The writer, for this purpose, restricts the research by making a thorough study in some areas. At first, the writer commences the study of brainstorming, its function, its kinds, and its technique in writing activity. Here, the writer makes a deeper analysis based on books having relation to it.

Secondly, the writer also focuses the study in analyzing another technique, that is freewriting. The application of the technique is provided in order to make it clear.

At last, the writer attempts to dig in the similarities in the basic concepts of brainstorming and freewriting as the brain's process by holding the study with the theories of the right brain and its influences in writing process in general. The study of the right brain is emphasized in theoretical areas either its function or its relation with creativity. In addition, the writing activity is concerned with writing process and its main problem.

C. The Questions of the ^{Research} Problem

Dealing with the problems mentioned above, it therefore urges some subsequent enquiries:

1. What is the role of brainstorming in developing ideas?
2. What is the role of freewriting in developing ideas?
3. What are the similarities in the basic concepts of brainstorming and freewriting?

D. Aims of the Research

The research accomplished by the writer is purposed:

1. To comprehend the effectiveness of the brainstorming technique in finding solution in encountering the problem in getting started to write, especially when we want to write something but we do not know what we are going to write.

2. To comprehend the effectiveness of the freewriting technique in finding solution in encountering the problem in getting started to write, especially when we want to write something but we do not know what we are going to write.
3. To know the similarities in the basic concepts of brainstorming and freewriting by recognizing the functions of the right brain related to creativity in writing process through scrutinizing some general theories of the brain and language and its aspects concerning with the process of the techniques based on some psychological books' resources and some writing's books.

E. The Framework of Thinking

Michael Lewis and Jimmie Hill (1990:23) says that language is not used for its own sake; it is used for a purpose—to convey information, emotion, attitude; to help the memory in note taking; to entertain and instruct a play; to explore feelings and understanding in poetry. Similarly, Writing is a dynamic and productive skill in which we can put our ideas on paper to express something convey to the other in order that our intention can be understood. It is an effort where we can exploit our mind and display creativity.

Moreover, Alkhuli (1976:83) states that writing is usually one of the major skills involved in learning a foreign language because it is one medium in conveying language. To understand writing as a thinking process is related to the

way of solving problem. That is the reason why the human's mind power is something complicated.

However, it cannot be denied of course that developing ideas is not as easy as we think. It is because there is a big set of uninterrelated words inside our mind trying to get out of our head. Some writers proceed at a slower pace. They think carefully about what they are going to say before they commit themselves to writing it out. They usually regard thinking and writing as separate, and in fact sequential, intellectual activity (Nancy Sommers and Donald McQuade, 1986: 19).

The hardest part of writing is knowing what we are going to write, what the topic is, and how to get started. The success of writing process depends on this stage since writing is a continuous process. Here, get an idea or topic plays an important role in writing. For that reason, some techniques are required to solve the problem.

Brainstorming and freewriting exercises are the techniques which are provided to encounter the problem. They have some similarities in their works because the process involves and optimizes the right brain function. The techniques do not only assist a writer in getting started to write but also can better a writer's works. It is hoped that the result the writing will be more expressive and qualified for it shows natural ways of their innermost experience.

F. Steps of the Research

1. The Kinds of Data

The writer, by this way, uses theoretical data; that is the data that have relation to the title. Similarly, some theories quoted from experts are required.

2. The Source of Data

a. Primary Data

It is main data which is directly related to the problem. It is certainly taken from the appropriate books provided.

b. Secondary data

It is some supporting data which is indirectly used to complete the declination of primary data.

For this purpose, the writer attempts to make a deeper analysis of a good few books whether written in English or Indonesian. For this reason, some books related to Psychology, Methodology of Teaching and Writing are needed.

3. Technique of collecting data

Collecting data of the research is held in ways of choosing, analyzing and applying some appropriate references in library study. It means that the technique is only applied in collecting some materials having relation to the topic.

4. The technique of analyzing data

The writer held a deeper study in the area. For this purpose, the writer makes some analysis of some theories taken from experts by comparing and composing them.

Here, the writer analyzes the data having relation to the problem. For that reason, the study is commenced by recognizing the effectiveness of the brainstorming and its application in writing process.

The second step is accomplished by considering another technique by scrutinizing free writing. Both brainstorming and freewriting is close related to the right brain's function.

Therefore, the study also endeavors to analyze the right brain's function and writing process to make a concrete relation. As a result, it is hoped that the obstacles in writing especially in getting started to write is gone away and the students can make a better works in writing.